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ABSTRACT

The handbook provides an orientation to adult education in Arizona for teachers. Types of adult education covered include adult basic education, English as a second language, literacy, high school equivalency, and citizenship education, with priority given to programs offering literacy training and adult basic education. The first chapter defines terms and gives an overview of adult education programs in Arizona. The second describes teacher qualifications and certification, program funding priorities, and reporting forms. The adult education teacher's responsibilities and objectives are presented in the third chapter, along with teaching tips and classroom techniques. Adult student physical and psychological needs in the classroom comprise the fourth chapter. Adult education program resource guides, tests, student diagnosis and placement, evaluation, and guidance and counseling are discussed in the last chapter, which includes a listing of publishers offering materials for adult education programs. (MF)

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ADULT EDUCATION IN ARIZONA

A Manual for ABE, GED, ESL, and Citizenship Teachers

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Edited by Mark H. Rossman

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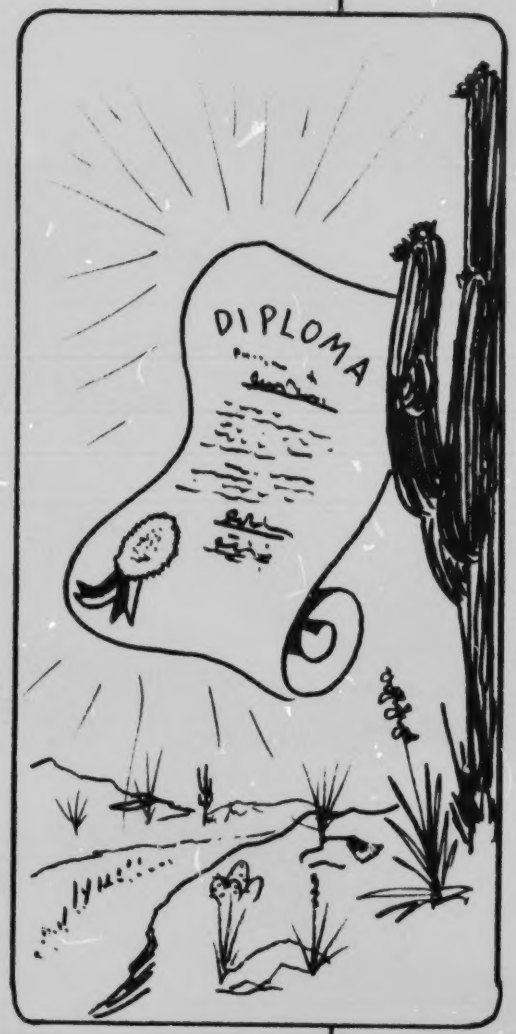
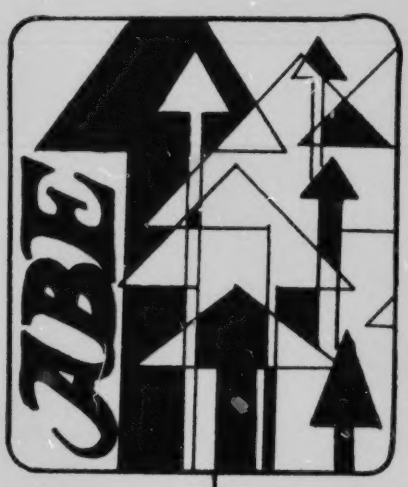
PREFACE

The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

—Public Law 91-230,
as amended
Title III—Adult
Education





The work presented herein was performed pursuant to a grant using 309 funds as provided in the Adult Education Act of 1966, as amended by PL 380, from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGMENTS

Adult Education in Arizona is a growing field. Likewise, the need for trained adult educators is also growing. In response to this need, Mr. James Showers, Director of The Adult Education Division of The Arizona Department of Education, awarded a contract to The Adult Education Program of Arizona State University, expressly to develop a handbook for teachers of adults in Arizona. The material that is contained in this book is the result of work completed on the contract.

We have borrowed freely from many sources in compiling this manual. Particular acknowledgments are given to:

Region X Adult Education Staff Development Program of the Northwest Regional Educational Laboratory

The Nebraska Department of Education, Division of Adult & Community Education

The Massachusetts Department of Education, Bureau of Adult Services

The Louisiana Adult Education Staff Development Project

State of Ohio, Department of Education

The University of Texas at Austin, Extension Teaching & Field Service Bureau

The Arizona Department of Education, Division of Adult Education

Much of the material contained in this manual was taken wholly or in part from these sources.

I would also like to thank Mrs. Marilyn Coffinger for her invaluable aid in organizing the workshops and assisting with the initial drafts.

Special thanks are given to Mr. Sterling Johnson, Mr. Carl Beisecker, and Mr. Jack Dillard of The Adult Education Division of The Arizona Department of Education for reviewing the manuscripts and offering practical comments concerning its applicability.

Final thanks are given to the 35 practitioners who gave of their time to attend the various workshops wherein the form and content of the initial drafts were discussed. A special debt is owed to Mr. Richard Perez for his efforts in providing the illustrations.

Mark H. Rossman, Project Director
Associate Professor
Center for Higher & Adult Education
Arizona State University

It is the intention of the Handbook Project Staff to revise the Handbook periodically. As our hope is to constantly provide *new* information as well as updating the information already contained, we would like to ask your help regarding suggestions for new material. Please use the form that follows and send it to the following address:

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TABLE OF CONTENTS

CHAPTER		Page
I.	WHAT IS ADULT EDUCATION?	1
	Purpose of This Book	2
	Definition of Terms	3
	An Overview of ABE in Arizona	5
	Adult Education Programs in Arizona	10
II.	STATE POLICIES	15
	Certification	15
	Program Funding Priorities	17
	Adult Education Reporting System Instructions	18
III.	THE TEACHER	27
	Professional Responsibilities	27
	Areas of Responsibility to the Profession	28
	Objectives for the Teacher	30
	Teaching Tips	31
	The First Meeting	32
	Rapport	34
	Recruitment and Retention	34
	A Teacher's Self-Appraisal	45
IV.	THE STUDENT	51
	Characteristics	51
	Physiological Characteristics of the Adult Student	52
	Psychological Needs	55
	The Poverty Culture	66
	Summary	67

CHAPTER Page

V. THE PROGRAM 69

Curriculum 69
Testing 75
Diagnosis and Placement 82
Evaluation 101
Guidance and Counseling 114
How to Obtain Materials Lists 129

CHAPTER I

WHAT IS ADULT EDUCATION?

CHAPTER I

WHAT IS ADULT EDUCATION?

More and more we are accepting the realization that learning is a continuous, lifelong process and that there must be established a comprehensive system that provides for the education of adults. The question no longer exists as to whether or not the education of adults should be an integral part of private and public educational institutions. The problem now is how to organize and equip the education profession, business and industry, labor and management, the military, local, state, and federal governments for the inevitable task of providing acceptable and proven educational opportunities for each adult at any time in his life when the need occurs.

Our nation must be as vitally concerned with the education of its adults as it is with the education of its children. Adult education can pay rich personal and social dividends—not twenty years from now, but immediately. Our nation must provide the "second opportunity" for the partially educated, the uninvolved, the illiterate, the adult with yesterday's tools who is in need of marketable skills for today. We must provide a means for more comprehensive, lifelong learning programs.

PURPOSE OF THIS BOOK

The purpose of this handbook is to provide an orientation to adult education (ABE, ESL, GED, and Citizenship) in Arizona. It will include the operating philosophy of the state office of adult education, a listing of the programs currently operating in Arizona, state policies, descriptions of the adult education teacher, student, and the program, and a variety of other information we hope you will find useful in your day-to-day functioning. Additionally, all recipients will receive handbook updates and revisions as they become available.

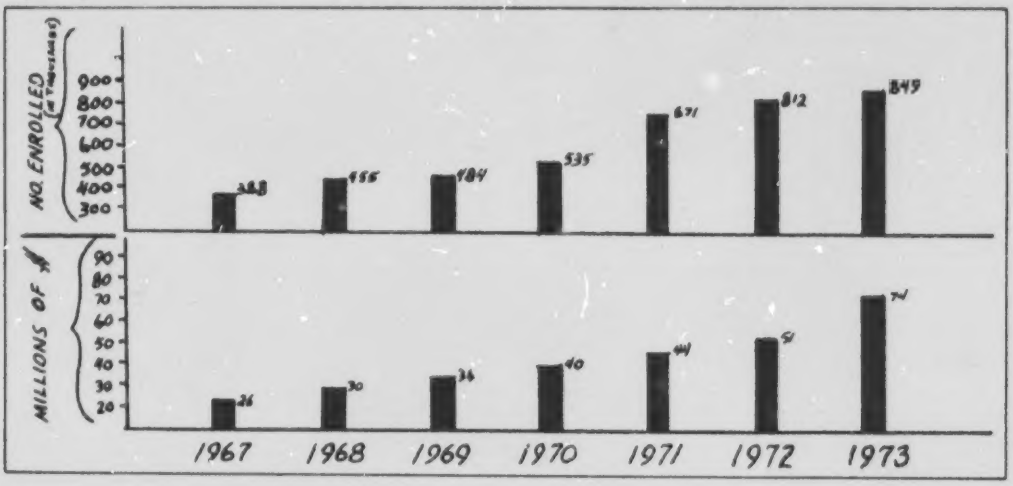
The adult basic education program administered by the U.S. Office of Education was established under the Adult Education Act of 1966. This program offers to persons sixteen years of age and older the opportunity to overcome English language difficulties and attain reading, writing, and computational skills through the twelfth-grade level.

This is basically a state-operated program with the U.S. Office of Education allotting grants to states and outlying areas of the United States for the development and operation of adult basic education programs.

Each of the fifty states, the District of Columbia, and each of the outlying areas, with the exception of the Trust Territories, must provide 10 percent of program costs as matching funds and retain total responsibility for planning,

supervisory services, teacher training, curriculum development, evaluation, and all essential services for enrollees through the eighth grade and/or high school. In fiscal year 1970 each state, the District of Columbia, and five outlying areas conducted adult basic education programs.

Since fiscal year 1966, the first full year of the adult basic education program, federal grants to states and program enrollees have continued to increase.



DEFINITION OF TERMS

Adult—Any individual who has attained the age of sixteen.

Adult education—Adult education means services or instruction below the college level (as determined by the Commissioner), for adults who (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and (2) are not currently required to be enrolled in schools.

Adult basic education (ABE)—ABE is learning to speak, read, and write the English language, master basic arithmetic, or improve these skills up to their potential. It is a continuing education for adults who lack sufficient training to enable them to function effectively in our modern society, and may also include training for citizenship and for family and civic responsibilities.

The three levels of ABE in Arizona are:

ABE/ESL Level I	Grades 1-4
ABE/ESL Level II	Grades 5-8
GED Level III	Grades 9-12

English as a second language (ESL)—ESL is a program to provide non-English-speaking persons with survival or minimal speaking and writing skills so that they may succeed in ABE, GED, vocational training, or other educational programs.

Illiterate—One who can neither read nor write.

Functional illiterate—Adults who function with difficulty, are associated with inadequate income of poverty or less, inadequate education of eight years of school or fewer, and unemployment or occupations of low job status (adult performance level 1).

General Educational Development Test (GED)—The GED is a national testing program for adults to demonstrate a high school equivalency ability. Each state administers the tests through local adult education programs and maintains standards for passing scores. There are five

parts to the test: Reading Interpretation in Social Studies, Natural Sciences and Literature, Correctness and Effectiveness of Expression, and General Mathematical Ability. For specific information, contact:

GED Testing Supervisor
Adult Education Division
1535 W. Jefferson
Phoenix, AZ 85007
(602) 271-5281

Check with your local GED Testing Center for greater details.

High school equivalency—A way of finishing high school through college or local classes.

Citizenship education—Training for permanent resident aliens who wish to qualify for Citizenship. For specific information, contact:

Adult Education Division
1535 W. Jefferson
Phoenix, AZ 85007
(602) 271-5281

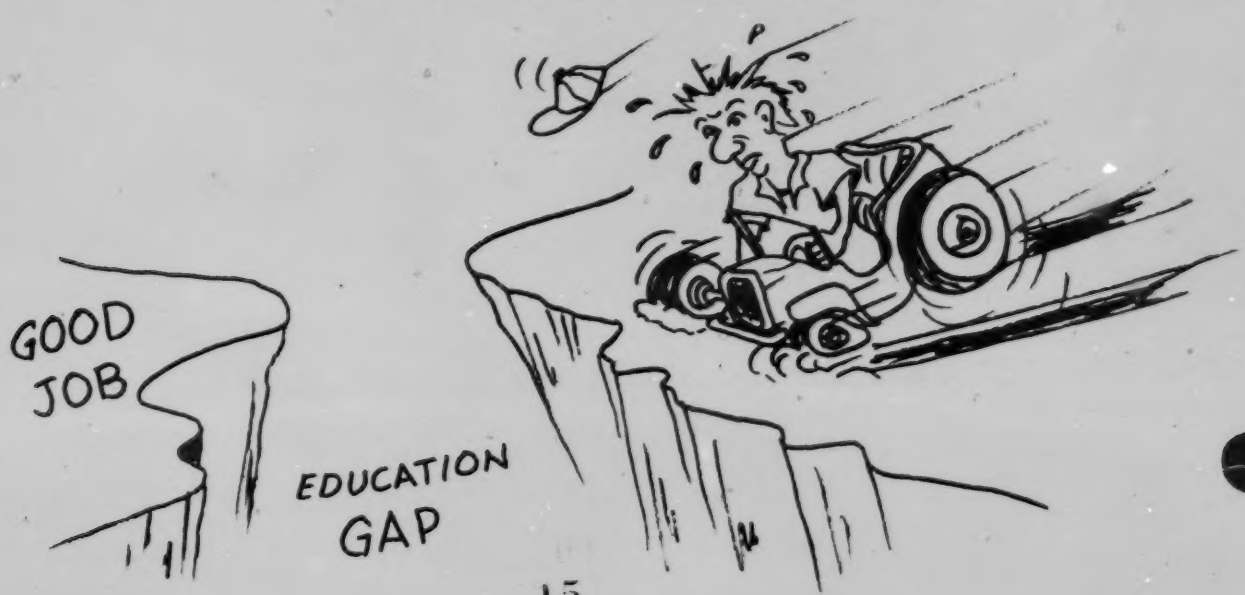
AN OVERVIEW OF ABE IN ARIZONA

Across the nation, over 54 million individuals age sixteen and older have attained less than a high school education. Of this population, more than 28 million have less than a ninth-grade education. Within the state of Arizona, 414,042 persons twenty years of age and older have less than a high school certificate. From these very general figures

it is apparent that the problem of undereducation in the state is very large.

Mere recitation of statistics, however, tends to blur the very real human problems faced by undereducated adults in a highly technical and increasingly complex society. For example, a person with less than eight years of schooling has a very difficult time obtaining employment, and, even if the undereducated adult does secure a job, the income earned is generally considerably lower than that of the average high school graduate.

These lowered earnings and the inability to secure adequate employment affect the "quality of life" of the undereducated adult. Although education itself is no guarantee of "success," most undereducated adults have sufficient motivation and intelligence to expand their capabilities but are severely restricted, in many instances, by lack of programs or facilities geared to their specific needs.



Accessibility, acceptability, and effectiveness are the three aspects used to organize planning efforts for the state. The undereducated adult deserves the best possible educational services we can provide. The money allocated for ABE is provided by tax funds to which many persons receiving these services have contributed, indicating that quality services are justly deserved.

By accessibility we simply mean that all persons in need should have access to any and all available ABE services offered in the state. Barriers to services such as distance, transportation, child care services, excessive paperwork, etc., all limit accessibility and require program

modification to remove or reduce the impact of these problem areas.

Awareness of accessibility is the responsibility of local programs. For example, limiting recruiting and enrollment efforts to GED preparatory students, holding classes at times inconvenient for ABE students, and selecting materials and teaching methods that are not geared to ABE populations all tend to restrict services for what are legally mandated populations. The evaluation of students, procedures, and materials is essential to the continued accessibility of ABE programs, and the local teacher's role is one of ensuring that all program services are readily available for *all* students requesting or requiring them.

Acceptability is an important aspect, and the local teacher's role is crucial. In program evaluations across the state, state office personnel have found that well-functioning ABE programs do not depend on materials, buildings, location, or equipment. Truly effective programs depend almost totally on the skills of the teacher. *Teacher enthusiasm for adult education programming as well as a capacity for innovative teaching seem to be key aspects in effective ABE programs.* Acceptability means developing programs that reflect individual student needs and requirements and at the same time provide reassurance to participants that they have a right to the services they are receiving.

Teachers in adult education programs with rigid attitudes toward instructing adults tend to be unacceptable to their clients. For example, following a K-12 model of instruction often continues the problems encountered by adults which caused them to stop their educational program initially. Using materials not geared to the adult's skill level also leads to resistance in the learning situation or lack of attendance, even though the student's perceived need for education may be great. Instructional strategies and procedures that are established for *administrative* convenience rather than for their impact on the adult learner are unacceptable to most students and, since ABE students are not "captive," they indicate their displeasure by ceasing attendance in the program.

Effectiveness in ABE programs essentially means that all teachers must continually evaluate their approaches to instruction. Continuous evaluation does *not* only mean looking at such elements as stable enrollments, use of materials, etc., but also means progress checks on student performance, reassessment of student learning objectives, reports of student satisfaction, and increased participation by student-recruited participants. These features are almost always present, in varying degrees, in effective ABE programs.

*ADULT EDUCATION PROGRAMS IN ARIZONA**

The following is a listing of programs and their directors in Arizona for 1976-77:

COCHISE COUNTY

Bisbee Unified District #2
Post Office Drawer G, Bisbee, AZ 85603
Director: Mr. O. B. Joy; phone 432-5381

Douglas Unified District #27
Post Office Box 1237, Douglas, AZ 85607
Director: Mr. Edward Szwakop; phone 364-4630

Sierra Vista Public School District #68
4001 Fry Blvd., N.E., Sierra Vista, AZ 85635
**Director: Mr. Stephen Anderson; phone 458-4391, ext. 24

COCONINO COUNTY

Flagstaff Unified District #1
701 North Kendrick, Flagstaff, AZ 86001
Director: Mr. Don C. Clark; phone 774-8781
**Coordinator: Mr. R. W. Quayle; phone 774-8726

Page Public Schools
P.O. Box 1927, Page, AZ 86040
Director: Mr. Ashley B. Hart; phone 645-8801, ext. 12

Williams Unified District #2
Post Office Box 427, Williams, AZ 86046
Director: Mr. Donald Mendenhall; phone 635-4474

GILA COUNTY

Miami Unified District #40
Post Office Drawer H, Miami, AZ 85539
Director: Mr. Lee Kornegay; phone 473-4454

GRAHAM COUNTY

Eastern Arizona College
616 Church Street, Thatcher, AZ 85552
Director: Mr. David W. Seegmiller; phone 428-1133, ext. 51

*To be updated yearly.
**Contact person.

GREENLEE COUNTY

Clifton High School District #10
Post Office Box 1567, Clifton, AZ 85533
Director: Mr. Billy G. McDowell; phone 865-2752

MARICOPA COUNTY

Alhambra Elementary District #68
3001 West Hazelwood, Phoenix, AZ 85017
Director: Dr. Clark Shelby; phone 257-4812

Arizona State Hospital
2500 East VanBuren, Phoenix, AZ 85008
Director: Mr. Dennis Whitt; phone 244-1331

Avondale School District #44
235 West Western Avenue, Avondale, AZ 85323
Director: Dr. Loren W. Vaughn; phone 932-0820
Coordinator: Mrs. Rhea Lundmark; phone 932-0820

Chandler Unified District #80
500 West Galveston Street, Chandler, AZ 85224
Director: Mr. Thomas E. Pendergast; phone 963-4521
Coordinator: Mr. Glenn Albrant; phone 963-6353

Creighton School District #14
2702 East Flower Street, Phoenix, AZ 85008
**Director: Mr. Clifford White; phone 956-4410

Dysart Volunteer Program
Route 2, Box 976, Peoria, AZ 85345
Director: Mrs. Carol Moren; phone 977-7281

Glendale School District #40
5730 West Myrtle Avenue, Glendale, AZ 85301
Director: Mr. Alejandro Perez; phone 931-9311
**Coordinator: Mr. Gary Tang; phone 934-4638

Mesa Unified District #4
14 West Second Avenue, Mesa, AZ 85202
**Director: Mr. Jesus Cardona; phone 963-7663

Osborn School District
1226 West Osborn Road, Phoenix, AZ 85013
Director: Mr. G. C. Angolich; phone 257-4913

Paradise Valley District #217
3012 East Greenway Road, Phoenix, AZ 85032
Director: Mr. Ron Allie; phone 992-1100

MARICOPA COUNTY (Continued)

Paradise Valley District #217
3012 East Greenway Road, Phoenix, AZ 85032
Director: Mr. Ron Allie; phone 992-1100

Peoria Unified District #11
Post Office Box 39, Peoria, AZ 85345
Director: Mr. Joe B. Hunter; phone 979-7340, ext. 26

Adult Education Division
Phoenix Union High School System
525 North Seventh Street, Phoenix, AZ 85006
Director: Dr. Donald Covey (2526 W. Osborn, Phoenix, AZ 85017); phone 257-3017
**Coordinator: Mrs. Shirley Heymann; phone 257-3182

Yavapai Adult Learning Center
Scottsdale Unified District #48
701 North Miller Road, Scottsdale, AZ 85257
Director: Dr. Thomas G. Kennedy; phone 949-6196
**Coordinator: Mrs. Betty Trzcinski; phone 949-6608

Tempe Union High School District #213
1730 South Mill Avenue, Tempe, AZ 85281
Director: Dr. Raymond Weinhold; phone 967-1661
**Coordinator: Mr. George Barrientos; phone 967-1661

Tolleson Elementary District #17
Post Office Box 278, Tolleson, AZ 85353
Director: Dr. Matthew Levaria; phone 936-3536

Washington Elementary District #6
8610 North 19th Avenue, Phoenix, AZ 85021
**Director: Mr. Richard L. Perez; phone 944-1531

Wickenburg School District
312 N. Madison St., P.O. Drawer 1418, Wickenburg, AZ 85358
Director: Mr. Samuel Ambrose; phone 684-5556

Wilson Elementary District #7
2411 East Buckeye Road, Phoenix, AZ 85034
Director: Mr. Harold Bull; phone 273-1333
**Coordinator: Mr. Joe Martinez; phone 253-3576

MOHAVE COUNTY

Mohave County Union High School District #30
515 West Beale Street, Kingman, AZ 86401
Director: Mr. Henry Alcott; phone 753-5947

PIMA COUNTY

Pima County Adult Education Division
131 West Congress, Tucson, AZ 85701
**Director: Mr. Edward Lindsey; phone 792-8695

PINAL COUNTY

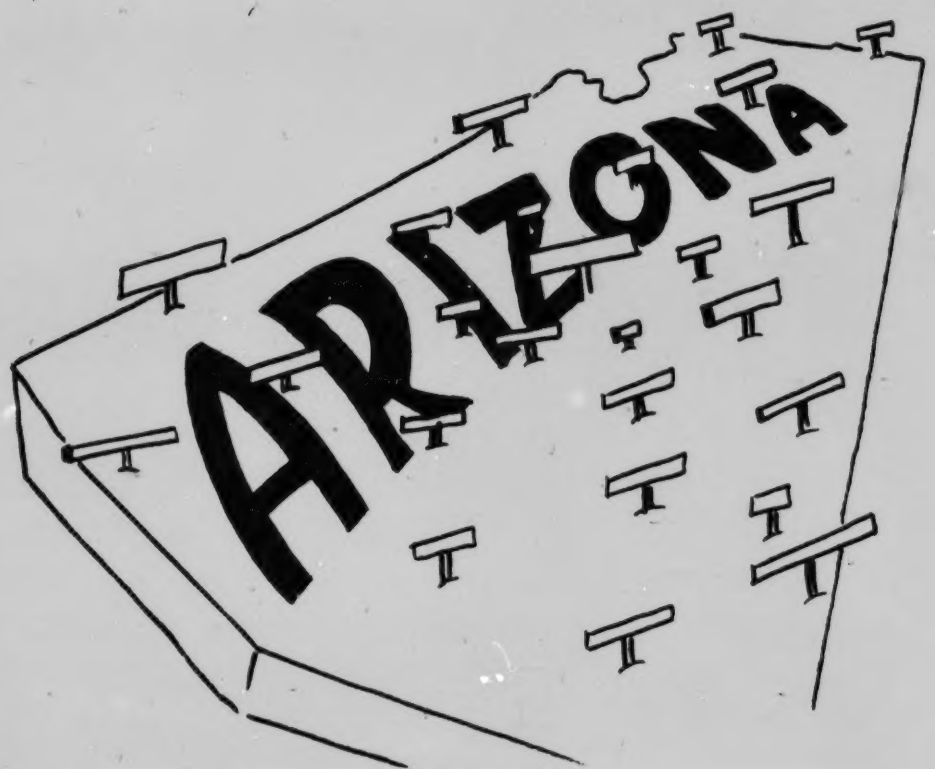
Pinal County Community College
Post Office Box 1407, Coolidge, AZ 85228
Director: Mr. Mike Smith; phone 723-4141

SANTA CRUZ COUNTY

Nogales Unified District #1
402 Martinez Street, Nogales, AZ 85621
**Director: Mr. Thomas Ralls; phone 287-2692

YUMA COUNTY

Yuma Elementary District #1
450 Sixth Street, Yuma, AZ 85364
**Director: Mr. Enrique Castillo; phone 783-5591



CHAPTER II

STATE POLICIES

CERTIFICATION

An *Adult Education Certificate* is required in order to be eligible as a teacher in the Adult Education Program. Requirements for an Adult Education Certificate are as follows:

An Adult Education Certificate to teach Adult Education students in a public school may be issued for one year to individuals in the following categories:

a. A teacher in any college belonging to an approved accrediting association.

b. Holder of any regular state certificate or license in the field to be taught.

c. An individual who is outstanding in his field. He must be a college graduate or have at least five years' successful experience in the field to be taught. Also, his application for the certificate must be supported by a letter of recommendation from the administrator for whom he intends to work to the effect that the individual is the best qualified teacher then available in that field.

This certificate in and of itself does not entitle the holder to teach in a common school or high school for which regular state certification is required.

The conditions for approval for an Adult Education Certificate application required by the Division of Adult Education are as follows:

1. Applicant must submit a completed application form properly notarized or witnessed by the ABE Project Administrator or Coordinator.
2. Application must specify area for which certification is requested; i.e., Adult Basic Education, English as a Second Language, General Educational Development, Citizenship, etc.
3. Applicant must submit a supporting letter of recommendation from administrator for whom he intends to

work or from a person familiar with his work and capabilities.

4. Applicant must submit a personal letter stating his background and interests in the field.
5. The above papers to be accompanied by a check or money order for two dollars, made payable to the *Arizona Department of Education*.

The Adult Education Certificate will be mailed directly to the applicant, and must subsequently be recorded with the County School Superintendent.

Application forms will be provided, upon request, by the Adult Education Division.

PROGRAM FUNDING PRIORITIES

First priority will be given to programs which provide literacy training for persons functioning at or below the fourth grade level. Second priority will be given to classes of academic instruction for persons functioning above the fourth and through the eighth grade level. Third priority will be given to such instruction for persons functioning above the eighth and through the twelfth grade level or its equivalency, and citizenship.

The minimum age is sixteen years for enrollment in adult basic education classes. GED students must be at least eighteen years of age; citizenship students must be

at least eighteen years of age and must also be registered aliens.

ADULT EDUCATION REPORTING SYSTEM INSTRUCTIONS

There are five different types of forms with which you will be working (samples on pages 22-26).

1. ADE 32-210 Rev. 9-76, *Adult Education Registration and Reinstatement Form.* This form is used to register all students and to reinstate any who have been separated. (Separation Form AE 212.) This form will be keypunched and will open a data account for each student using the project number, book number, and the student roll number which you assign. It is important that these numbers are correctly listed and that *all* categories on the form are completed.

Registration forms should be completed as soon as possible for new students, but a roll number should not be assigned for two weeks; i.e., 12 class hours. After that time, the student can be considered permanent, a roll number can be assigned, and all of his hours to date, as recorded on your sign-in/sign-out log, can be recorded on that date. If a student does not stay for the minimum period, an attempt should be made to contact him and encourage him to return. When the teacher feels that the student will not return, the registration form should be discarded and any hours accumulated below the minimum on the sign-in/sign-out log

should not be reported on the monthly attendance form. (No roll number would have been assigned.)

2. *Daily Attendance Log.* Daily attendance must be maintained for each student. The sample log that appears on page 24 may be helpful to you.

A student sign-in/sign-out log must be utilized in each class and learning center. It may be of your design, but it must show the date and have a place for the student to sign in and out, along with the time in and time out. This log is to be maintained and kept with your permanent records and is *NOT* to be mailed to the Adult Education Division. It must be made available for audits and monitoring visits. This log will be helpful to you in preparing your monthly attendance report.

3. ADE 32-211 Rev. 9-76, *Adult Education Staff Registration Form.* All staff including volunteers must complete this form. Again, accuracy and completeness are important. No separation form is necessary for staff members.

4. AE 209 ASDE Rev. 6-74, *Adult Education Monthly Attendance Record.* This form is completed monthly and must be mailed to the Adult Education Division by the fifth of the month for data processing. If convenient, the other forms can be mailed at this time also. It is very important that the project number and book number be correct. Under the

staff columns are the numbers to be used in assigning the staff numbers on the staff registration form. Assign teachers (both salaried and volunteer) numbers from the first column in consecutive order (1A, 1B, 1C, etc.).

All aides should be assigned numbers from the next two columns in consecutive order (2A, 2B, 2C, etc.). Other staff such as counselors would be assigned either 3A or 3B in the third column. Once a number has been assigned, *never* reassign it to anyone else. If, for example, an aide who was carried on the roll as 2A leaves you and you register another aide, you would assign him the next unused number such as 2B, or 2C if 2B has been used.

The same procedure applies to the student numbers below. Start with 01 and, once a number has been used, do not reassign it to someone else. If a student who has been separated returns, fill out the reinstatement form and reassign him his old number.

Put in the actual meeting dates above the days and list the student hours below for each meeting. Student and staff hours should be totaled in decimal form for the month (23.5 hours). List staff hours under salaried or volunteer or both columns. *It is most important that each student and staff member remain on the same line from month to month.*

5. AE 212 ASDE Rev. 9-76, *Adult Education Student Separation Form.* This form is to be completed on all students

when they separate during the year for any reason, and for all remaining students at the close of class. It is important that you indicate progress in the various categories and that the separation level is at least as high as the registration level. It is good practice to review the registration form at the time the separation form is completed. It is also helpful if the student is available to answer questions regarding his progress.

ADULT EDUCATION REGISTRATION AND REINSTATEMENT FORM

PROJECT NO. 2-7 ☐☐☐☐☐ BOOK NO. 8-11 ☐☐☐☐ CLASS LOCATION _____ (THIS FORM SHOULD BE COMPLETED DURING THE ENROLLMENT INTERVIEW)

STUDENT ROLL NO. 12-13 ☐☐ FIRST NAME _____ FIRST NAME _____

MIDDLE INITIAL _____ SPOUSE _____

IF REINSTATEMENT X HERE 14 ☐ AND LEAVE THE REST OF THE FORM BLANK BELOW THIS LINE (IF NEW REGISTRATION COMPLETE ALL ITEMS ON ENTIRE FORM)

ADDRESS _____ CITY _____ ZIP _____ PHONE _____

SEX M F ☐ BIRTHDATE _____ AGE ☐☐ SOC. SEC. NO. _____

STUDENT OBJECTIVES THIS CLASS (☒ all applicable)

18-21 (basic level)
1. ☐ LEARN TO READ
2. ☐ LEARN TO WRITE AND SPELL
3. ☐ LEARN ENGLISH GRAMMAR
4. ☐ LEARN MATH

22-28 (above basic level)
1. ☐ IMPROVE READING
2. ☐ IMPROVE WRITING AND SPELLING
3. ☐ IMPROVE ENGLISH GRAMMAR
4. ☐ IMPROVE MATH
5. ☐ SOCIAL STUDIES
6. ☐ ENGLISH AS A SECOND LANGUAGE
7. ☐ CITIZENSHIP TRAINING
8. ☐ OTHER

STUDENT LONG RANGE GOALS (☒ all applicable)

29-37
1. ☐ EIGHTH GRADE CERTIFICATE
2. ☐ GENERAL EDUCATION DEVELOPMENT (GED)
3. ☐ COLLEGE
4. ☐ VOCATION TRAINING
5. ☐ U.S. CITIZENSHIP
6. ☐ GET A JOB (UNEMPLOYED NOW)
7. ☐ GET A BETTER JOB (EMPLOYED NOW)
8. ☐ SELF-IMPROVEMENT
9. ☐ OTHER

REFERRED BY (☒ all applicable)

38-47
1. ☐ OTHER STUDENT IN PROGRAM OR PREVIOUS ENROLLMENT
2. ☐ FRIEND OR RELATIVE
3. ☐ OTHER AGENCY, ASSOCIATION, OR COUNSELOR
4. ☐ CHURCH
5. ☐ SCHOOL OR SIGN ON THE SCHOOL
6. ☐ POSTERS/FLYERS/LETTERS
7. ☐ NEWSPAPER
8. ☐ RADIO-TV
9. ☐ EMPLOYER
0. ☐ OTHER (SPECIFY) _____

RACE AND ETHNIC GROUP (☒ only one)

48
1. ☐ WHITE, MEXICAN AMERICAN
2. ☐ WHITE, MEXICAN
3. ☐ WHITE, PUERTO RICAN
4. ☐ WHITE, SOUTH AMERICAN
5. ☐ WHITE, ALL OTHER SPANISH
6. ☐ ALL OTHER WHITE ETHNIC GROUP IF ANY _____
7. ☐ NEGROID (BLACK) ETHNIC GROUP IF ANY _____
8. ☐ ORIENTAL ETHNIC GROUP IF ANY _____
9. ☐ AMERICAN INDIAN, TRIBE _____

STUDENT HOME LANGUAGE (☒ all applicable)

49-52
1. ☐ ENGLISH
2. ☐ SPANISH
3. ☐ INDIAN (SPECIFY) _____
4. ☐ OTHER (SPECIFY) _____

MARITAL STATUS (☒ one)

53
1. ☐ NOW MARRIED
2. ☐ WIDOWED
3. ☐ DIVORCED
4. ☐ SEPARATED
5. ☐ NEVER MARRIED

EMPLOYMENT STATUS (☒ one)

54
1. ☐ EMPLOYED
2. ☐ UNEMPLOYED AND NOT CURRENTLY SEEKING EMPLOYMENT (housewife, retired, dependent, etc.)
3. ☐ UNEMPLOYED AND SEEKING EMPLOYMENT

INCOME SOURCES (Student only) (☒ all applicable) (Do not include employment of spouse)

55-59
1. ☐ JOB OR SELF EMPLOYED
2. ☐ JOB TRAINING OR WORK EXPERIENCE PGM
3. ☐ SAVINGS
4. ☐ UNEMPLOYMENT COMPENSATION
5. ☐ WELFARE, ADC, DISABILITY, OTHER PUBLIC ASSISTANCE
6. ☐ SOCIAL SECURITY
7. ☐ OTHER RETIREMENT
8. ☐ VETERANS ASSISTANCE (VA)
9. ☐ OTHER INCOME (SPECIFY) _____
0. ☐ NO INCOME

ESTIMATED ANNUAL CASH INCOME OF STUDENT FROM ABOVE SOURCES (☒ one) (Do not include income of spouse)

60
1. ☐ NONE
2. ☐ 1 - 2000
3. ☐ 2001 - 4000
4. ☐ 4001 - 6000
5. ☐ 6001 - 8000
6. ☐ 8001 - 10000
7. ☐ 10001 - 12000
8. ☐ 12001 - UP

PERSONS DEPENDENT ON STUDENT'S INCOME

_____ STUDENT
_____ SPOUSE
_____ NUMBER OF OTHER DEPENDENTS (Any age)

61-62
☐☐ TOTAL NUMBER DEPENDENT ON STUDENT INCOME

ENROLLMENT STATUS (☒ all applicable)

63-65
1. ☐ NEW ENROLLMENT IN THIS PGM
2. ☐ ENROLLED IN THIS PROGRAM IN A PREVIOUS YEAR
3. ☐ COMPLETED OR CURRENTLY ENROLLED IN ANOTHER CLASS IN THIS PROGRAM
4. ☐ PREVIOUSLY OR CURRENTLY ENROLLED IN ANOTHER VOCATIONAL OR ADULT EDUCATION PROGRAM

HIGHEST GRADE COMPLETED

66-67
☐☐ IN UNITED STATES

68-69
☐☐ OUTSIDE UNITED STATES

METHOD OF PLACEMENT (☒ all applicable)

70-73
1. ☐ WIDE RANGE (WRAT)
2. ☐ READING FOR UNDERSTANDING (RFU)
3. ☐ CALIF. TEST OF ADULT BASIC EDUCATION
4. ☐ NELSON
5. ☐ MOTT
6. ☐ SRA
7. ☐ WRITTEN EVALUATION TEACHER OR PROJECT PREPARED
8. ☐ ORAL EVALUATION TEACHER OR PROJECT PREPARED
9. ☐ OTHER (SPECIFY) _____

SUB SCORES

_____ READING
_____ LANGUAGE
_____ SPELLING
_____ ARITHMETIC
_____ OTHER
_____ AVERAGE

TEACHER'S PLACEMENT (☒ one)

74
1. ☐ ABE/ESL LEVEL I GRADES 1 - 4
2. ☐ ABE/ESL LEVEL II GRADES 5 - 8
3. ☐ GED LEVEL III GRADES 9 - 12
4. ☐ CITIZENSHIP TRAINING

SIGNATURE OF INTERVIEWER IF OTHER THAN TEACHER _____ POSITION _____ ENROLLMENT DATE _____

I CERTIFY THAT I HAVE CHECKED THIS FORM FOR COMPLETENESS AND ACCURACY _____
SIGNATURE OF TEACHER

ADE 32-210, Rev. 9/76

WHITE & GREEN COPY / DIVISION OF ADULT EDUCATION
YELLOW COPY / AREA PROJECT DIRECTOR
PINK COPY / STUDENT'S RECORD

ADULT EDUCATION STUDENT SEPARATION FORM

PROJECT NO. [ ][ ][ ][ ][ ] (2-7)

BOOK NO. [ ][ ][ ][ ] (8-11)

STUDENT ROLL NO. [ ][ ] (12-13)

LAST NAME _____ FIRST _____ MIDDLE INITIAL _____ SPOUSE _____

ADDRESS _____ CITY _____ ZIP CODE _____

REASONS FOR SEPARATION ([X] all applicable)

14-28

A. [ ] TRANSFERRED TO ANOTHER CLASS BOOK NO. [ ][ ][ ][ ] STUDENT ROLL NO. [ ][ ]
B. [ ] TO TAKE A JOB
C. [ ] TO TAKE A BETTER JOB
D. [ ] TO ENTER ANOTHER TRAINING PROGRAM
E. [ ] MET PERSONAL OBJECTIVES
F. [ ] LACK OF INTEREST
G. [ ] HEALTH PROBLEMS
H. [ ] TRANSPORTATION PROBLEMS
I. [ ] CHILD CARE PROBLEMS
J. [ ] FAMILY PROBLEMS
K. [ ] TIME CLASS IS SCHEDULED
L. [ ] CLASS CLOSED
M. [ ] COMPLETED COURSE
N. [ ] MOVED
O. [ ] OTHER KNOWN REASONS SPECIFY _____
P. [ ] UNKNOWN REASONS

EVALUATION AT SEPARATION ([X] any)

29-38

A. [ ] WIDE RANGE
B. [ ] READING FOR UNDERSTANDING
C. [ ] CALIF. TEST OF ADULT BASIC EDUCATION
D. [ ] METROPOLITAN
E. [ ] MOTT
F. [ ] SRA
G. [ ] WRITTEN EVALUATION TEACHER OR PROJECT PREPARED
H. [ ] ORAL EVALUATION TEACHER OR PROJECT PREPARED
I. [ ] GED
J. [ ] OTHER SPECIFY _____

SUB SCORES

_____ READING
_____ LANGUAGE
_____ SPELLING
_____ ARITHMETIC
_____ OTHER
_____ AVERAGE

K. [ ] STUDENT DROPPED WITHOUT NOTICE. NO TESTING WAS POSSIBLE.

SEPARATION LEVEL ([X] ONE)

39

A. [ ] ABE / ESL LEVEL I GRADES 1 - 4
B. [ ] ABE / ESL LEVEL II GRADES 5 - 8
C. [ ] GED LEVEL III GRADES 9-12
D. [ ] CITIZENSHIP TRAINING

STUDENT ACADEMIC SUCCESS ([X] all applicable)

40-54

A. [ ] COMPLETED LEVEL (B, C, or D above)
B. [ ] MADE PROGRESS WITHIN GRADE LEVEL
C. [ ] RECEIVED EIGHTH GRADE CERTIFICATE
D. [ ] IN PROCESS OF TAKING THE GED TEST
E. [ ] RECEIVED THE GED CERTIFICATE
F. [ ] ACHIEVED U.S. CITIZENSHIP
G. [ ] PLANS TO CONTINUE EDUCATION
H. [ ] LEARNED SUFFICIENT ENGLISH FOR SIMPLE CONVERSATION
I. [ ] READ FOR THE FIRST TIME
J. [ ] ABLE TO READ THE NEWSPAPER FOR THE FIRST TIME
K. [ ] WROTE FOR THE FIRST TIME
L. [ ] LEARNED TO FILL OUT AN EMPLOYMENT APPLICATION
M. [ ] LEARNED SIMPLE ADDITION AND SUBTRACTION
N. [ ] LEARNED TO MAKE CHANGE IN MONEY TRANSACTIONS
O. [ ] LEARNED TO FILL OUT INCOME TAX FORMS
P. [ ] NOT DISCERNIBLE

STUDENT PERSONAL SUCCESS ([X] all applicable)

55-63

A. [ ] OBTAINED FIRST DRIVERS LICENSE
B. [ ] DISCONTINUED PUBLIC ASSISTANCE
C. [ ] DEVELOPED INITIATIVE AND SELF-ASSURANCE
D. [ ] REGISTERED TO VOTE OR VOTED FOR FIRST TIME
E. [ ] IMPROVED PERSONAL APPEARANCE
F. [ ] RECRUITED OTHER STUDENTS
G. [ ] HELPED CHILDREN WITH SCHOOL WORK FOR FIRST TIME
H. [ ] OTHER SPECIFY _____
I. [ ] UNKNOWN

SIGNATURE OF INTERVIEWER IF OTHER THAN TEACHER _____ DATE _____

I CERTIFY THAT I HAVE CHECKED THIS FORM FOR COMPLETENESS AND ACCURACY _____ SIGNATURE OF TEACHER

WHITE & GREEN COPIES TO DIVISION OF ADULT EDUCATION
YELLOW COPY TO PROJECT DIRECTOR
PINK COPY TO CLASS RECORD

AE 212 R ASDE

(Sample)

DAILY ATTENDANCE LOG

Project_____ Class_____ Address_____

Meets: Days_____ Hours_____ Staff_____

	Typed or Printed Name	Time In	Time Out	Total Time	Student Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

ADULT EDUCATION STAFF REGISTRATION FORM

PROJECT NO. (2-7) ☐☐☐☐☐☐

CLASS BOOK NO. (8-11) ☐☐☐☐

STAFF NO. (12-13) ☐☐

LAST NAME _____ FIRST NAME _____ MIDDLE INITIAL _____

HOME ADDRESS _____ CITY _____ ZIP _____

SOCIAL SEC. NO. _____ HOME PHONE _____ NAME OF SPOUSE _____

OTHER EMPLOYMENT _____ BUSINESS ADDRESS _____

OCCUPATION _____ BUSINESS PHONE _____

FULL TIME ☐ PART TIME ☐

(ITEMS BELOW THIS LINE REFER TO THIS ADULT EDUCATION PROGRAM ONLY)

ADULT EDUCATION STATUS (☒ one most appropriate)

(14)
1. ☐ PART TIME SALARIED THIS PROGRAM
2. ☐ FULL TIME SALARIED THIS PROGRAM
3. ☐ VOLUNTEER

ASSIGNMENT (☒ Check one most appropriate)

(15)
1. ☐ TEACHER
2. ☐ AIDE (IN OR OUT OF THE CLASSROOM)
3. ☐ SECRETARY
4. ☐ COUNSELOR
5. ☐ OTHER (SPECIFY) _____

EDUCATION (☒ highest level)

(16)
1. ☐ HIGH SCHOOL DIPLOMA
2. ☐ ATTENDED COLLEGE NO DEGREE
3. ☐ UNDERGRADUATE STUDENT
4. ☐ COLLEGE DEGREE
5. ☐ GRADUATE STUDENT
6. ☐ ADVANCED DEGREE
7. ☐ OTHER (SPECIFY) _____

TEACHER CERTIFICATION (All salaried teachers must obtain an Arizona Adult Education Certificate before their first payroll.) (☒ all applicable)

(17-21)
1. ☐ ARIZONA ADULT EDUCATION CERTIFICATE
2. ☐ IN PROCESS OF OBTAINING AN ARIZONA ADULT EDUCATION CERTIFICATE
3. ☐ ARIZONA ELEMENTARY CERTIFICATE
4. ☐ ARIZONA SECONDARY CERTIFICATE
5. ☐ OTHER CERTIFICATE (SPECIFY) _____
6. ☐ NOT APPLICABLE

ADULT EDUCATION TRAINING (☒ all applicable). Include previous years in this program

(22-30)
1. ☐ 1 - 16 CLOCK HOURS OF STATE SPONSORED WORKSHOPS
2. ☐ 17-40 CLOCK HOURS OF STATE SPONSORED WORKSHOPS
3. ☐ 41 OR MORE CLOCK HOURS OF STATE SPONSORED WORKSHOPS
4. ☐ 1 - 16 CLOCK HOURS OF LOCALLY SPONSORED TRAINING
5. ☐ 17-40 CLOCK HOURS OF LOCALLY SPONSORED TRAINING
6. ☐ 41 OR MORE CLOCK HOURS OF LOCALLY SPONSORED TRAINING
7. ☐ ATTENDED ONE OR TWO NATIONAL TRAINING INSTITUTES
8. ☐ ATTENDED THREE OR MORE NATIONAL TRAINING INSTITUTES
9. ☐ HAVE TAKEN ADULT EDUCATION COURSES AT THE UNIVERSITY LEVEL
0. ☐ NO PREVIOUS TRAINING

ADULT EDUCATION EXPERIENCE (☒ one or two)

(31-32)
1. ☐ HAVE WORKED IN THIS PROGRAM UP TO 1 YEAR
2. ☐ HAVE WORKED IN THIS PROGRAM 1-3 YEARS
3. ☐ HAVE WORKED IN THIS PROGRAM 3-5 YEARS
4. ☐ HAVE WORKED IN THIS PROGRAM OVER 5 YEARS
5. ☐ HAVE WORKED IN OTHER ADULT EDUCATION PROGRAMS
6. ☐ NO PREVIOUS EXPERIENCE

LANGUAGES YOU SPEAK OTHER THAN ENGLISH ☒ any applicable)

(33-34)
1. ☐ SPANISH
2. ☐ OTHER (SPECIFY) _____

REFERRED BY (☒ all applicable)

(35-42)
1. ☐ AGENCY OR ASSOCIATION (SPECIFY) _____
2. ☐ NEWSPAPER
3. ☐ RADIO-TV
4. ☐ SCHOOL
5. ☐ CHURCH
6. ☐ OTHER VOLUNTEER
7. ☐ FRIEND OR RELATIVE
8. ☐ OTHER (SPECIFY) _____

SIGNATURE OF STAFF MEMBER _____ DATE _____

WHITE & GREEN COPY / DIVISION OF ADULT EDUCATION
YELLOW COPY / PROJECT DIRECTOR
PINK COPY / CLASS RECORD

ADE 32-211, Rev. 9/76

ADULT EDUCATION MONTHLY ATTENDANCE RECORD

PROJECT NO. [ ][ ][ ][ ][ ][ ] MONTH _____

CLASS BOOK NO. [ ][ ][ ][ ] IF NEW BOOK CHECK HERE [ ] START DATE [ ][ ][ ][ ][ ][ ] (12 17) CLASS LOCATION _____

LIST ALL SALARIED AND VOLUNTEER HOURS FOR THIS CLASS. IF THIS CLASS USES MORE THAN ONE BOOK LIST NAMES AND HOURS IN ONLY ONE BOOK. ALWAYS USE THE SAME STAFF NUMBER FOR THE SAME PERSON. LEAVE THAT NUMBER BLANK IF THAT PERSON SEPARATES. NEVER REASSIGN NUMBERS.

STAFF NO.	TEACHERS	HOURS SAL	HOURS VOL
1-C			
1-D			
1-E			
1-F			
1-G			

STAFF NO.	AIDES (BOTH IN AND OUT OF CLASSROOM)	HOURS SAL	HOURS VOL
2-A			
2-B			
2-C			
2-D			
2-E			
2-F			
2-G			

STAFF NO.	AIDES (BOTH IN AND OUT OF CLASSROOM)	HOURS SAL	HOURS VOL
2-H			
2-I			
2-J			
2-K			
	OTHER STAFF		
3-A			
3-B			

ASSIGN ONLY ONE ROLL NO. TO A STUDENT AND LEAVE THAT LINE BLANK WHEN HE SEPARATES. USE THE SAME NUMBER FOR REINSTATEMENT BUT NEVER REASSIGN THAT NUMBER TO ANOTHER STUDENT. INDICATE ACTUAL HOURS UNDER DAYS.

LIST ACTUAL MEETING DATES

ROLL NO.	STUDENT'S NAME	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	CK. IF SEP	TOTAL HOURS	ROLL NO.
01																												.	01
02																												.	02
03																												.	03
04																												.	04
05																												.	05
06																												.	06
07																												.	07
08																												.	08
09																												.	09
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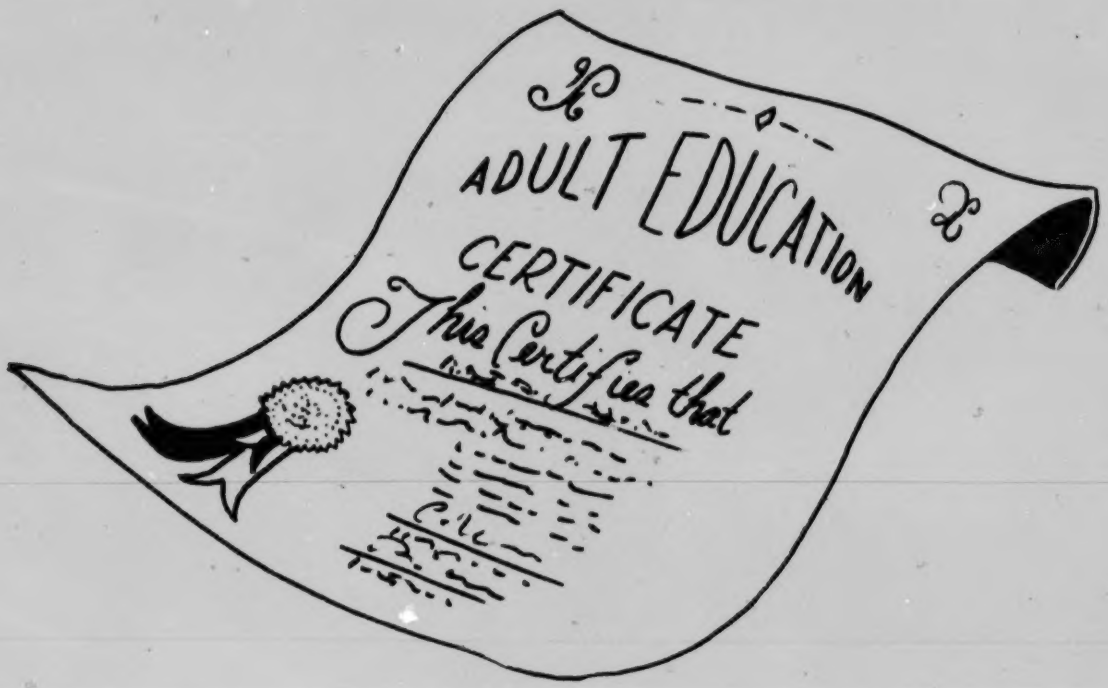
36																												.	36
37																												.	37
38																												.	38
39																												.	39
40																												.	40

BEFORE SUBMITTING, CHECK TO MAKE SURE THAT EACH STUDENT AND STAFF MEMBER HAS THE CORRECT ROLL NUMBER.

I CERTIFY THAT I HAVE CHECKED THIS FORM FOR COMPLETENESS AND ACCURACY _____ SIGNATURE OF TEACHER

WHITE & GREEN COPY / DIVISION OF ADULT EDUCATION
YELLOW COPY / A.E. PROJECT DIRECTOR
PINK COPY / CLASS RECORD (REMAINS IN BOOK)

AE 20 / 6-74 ASDE



CHAPTER III

THE TEACHER

PROFESSIONAL RESPONSIBILITIES

When you assume the title and role of teacher, you also assume the responsibility for professional behavior and judgment. Professional judgment is the product of training and experience; responsible behavior is a product of meditation and maturation—the development of attitudes and understanding which result in commitment or dedication to a cause or an ideal.

If you are a part-time teacher (particularly in adult education programs), you represent a very unique group. You

may have a tendency to regard your employment in adult education as a secondary or incidental endeavor. Because of that attitude, you may find it difficult to become professionally involved or committed to teaching adults, even though your position represents what probably is the most responsible and enjoyable job in the entire education field —teaching and working with adult students who are highly self-motivated, and openly appreciative of the opportunity to learn.

For the sake of education, it is necessary for administrators and teachers alike to recognize the unusual circumstances affecting personnel management with regard to staffing of adult education programs. As the list of rights and privileges accorded part-time teachers grows, a concerted effort must be made to define and understand the responsibilities which also accumulate.

AREAS OF RESPONSIBILITY TO THE PROFESSION

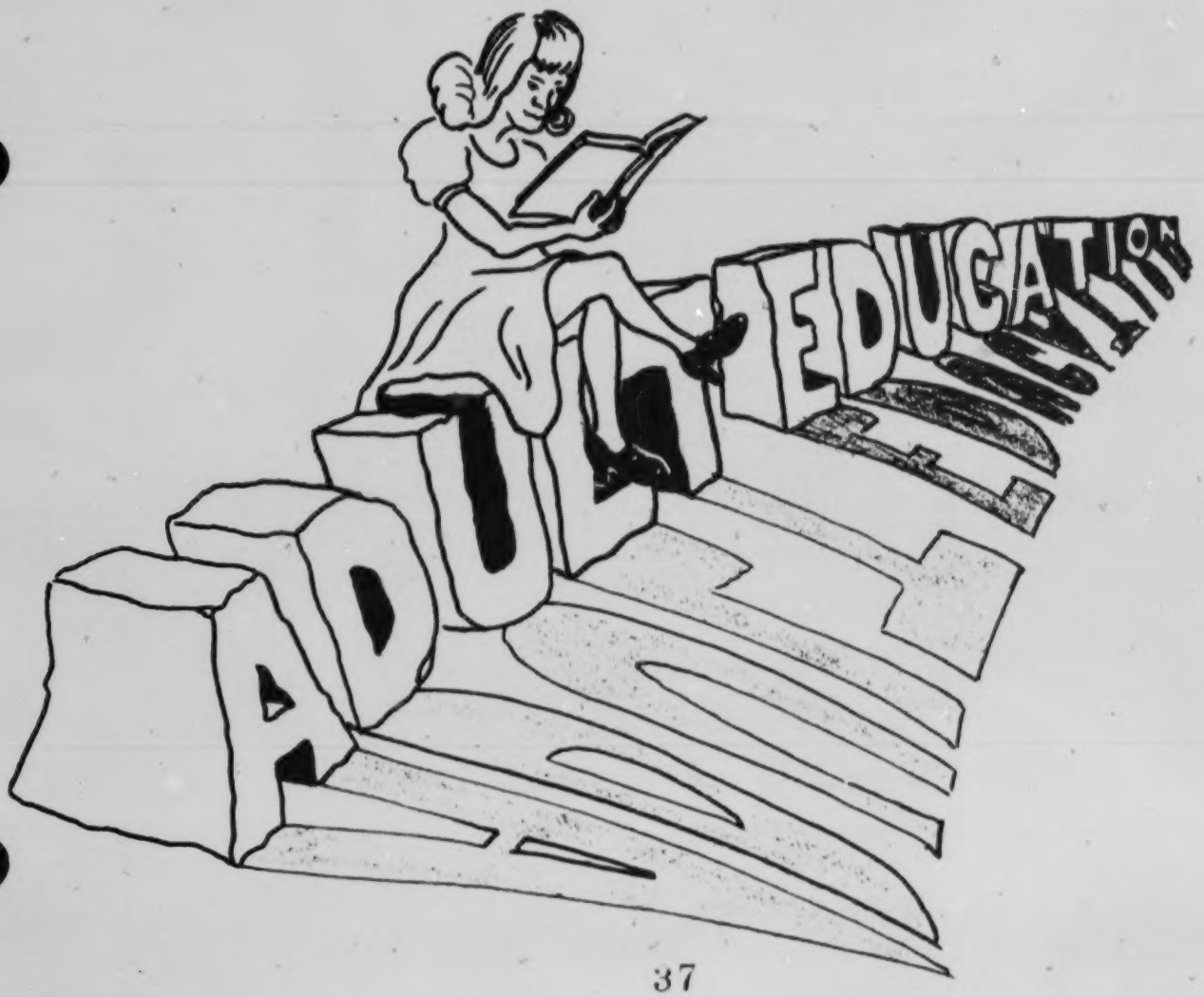
1. Work cooperatively with your fellow teachers, administrators, and personnel with whom you share facilities.

2. Be an informed representative of your complete adult education program (i.e., be aware of what others are doing in the total program).

3. Keep abreast of current literature and practices in adult education (i.e., read *Adult Leadership*, a publication

of the Adult Education Association of the U.S.A., or *Techniques*, a publication of the National Association of Public Continuing and Adult Education [NAPCAE]).

4. Join and actively support professional organizations related to adult education and areas of instructional responsibilities (i.e., Arizona Adult Education Association, National Association of Public Continuing and Adult Education, and Adult Education Association of the U.S.A.).



OBJECTIVES FOR THE TEACHER

Administrators and teachers alike should have clearly established goals and objectives, not only for themselves but for the total adult education program. Without such goals and objectives it is highly unlikely that either rights or responsibilities can be well defined and functional. *If an individual or group maintains a hazy concept of where they are, they can never be expected to understand very clearly where they are going; and if their sense of direction is hazy, the manner in which they attempt to travel is considerably less than satisfying or effective.*

To fulfill the immediate and long-term responsibilities of adult education, the following objectives are desirable:

1. To help individuals understand the development and functioning of our governmental institutions, the rights and responsibilities of citizenship, and the background of current issues so that they may accept more meaningful roles in society.

2. To provide educational experiences which will enable individuals to understand their physical and social environment.

3. To enable individuals to understand, appreciate, and enjoy culture; to develop their special talents and enrich their personal lives.

4. To help adults improve the quality of their family life and give their children the maximum benefits of the home environment.

5. To enable individuals to be employable, upgrade their skills in their present occupation.

6. To play a role in providing community development and services which will encourage individuals and groups to participate meaningfully in community life.

7. To provide counseling and guidance services to adults so that they may plan for and select those educational experiences which will most effectively help them achieve the above objectives.

These objectives perhaps do not satisfy the specific needs of individual programs. They do, however, constitute a sound base upon which to build. *Each individual adult program staff must cooperatively develop specific objectives to meet the needs of their special circumstances.*

TEACHING TIPS

1. Treat students as they are—adults. They have a wealth of material for you, too. Learning is a two-way process. Use their experience.

2. Use the students' time wisely. They are in class for a reason. The sooner they can accomplish their goal, the better for both of you.

3. Use pressure sparingly and use a great deal of reinforcement. They have other responsibilities (job, family, home) which also demand their time.

4. Give them a break. An hour of learning new skills can be tiring. Take a break. Have coffee or refreshments available if possible.

5. Set a good climate. Be honest and frank with adults. Remember, they aren't grown-up children, and they are not university students, either.

6. Be sure the surroundings are comfortable—lighting, heating, etc.

7. Encourage adult students to participate. Their input will enrich your class.

8. Use your community resources such as police, library, YMCA, YWCA, courts, stores, business, etc., so that your students can relate not only to their community, but to the total community.

THE FIRST MEETING

1. Greet them, introduce yourself, have your name written, either on a name tag, blackboard, or bulletin board where they can see it. Give them name tags also.

2. Keep things on an informal basis, but an adult level. Try to put the students at ease. Remember, this is probably an embarrassing situation for most of them.

3. Review the program objectives. Discuss it with the group. If it is an individualized program, then you need only discuss it with the individual. Ask questions so the group will respond. Try to get the feel of the group and their reactions so that you can plan accordingly.

4. Make yourself understood. After all, you want adult students to learn to be effective in communication, so be a good example. Speak slowly and distinctly. Use large writing when using the blackboard. Speak to your group and not to the blackboard. Finish your sentences before you turn around again to the blackboard.

5. Fill out necessary forms, explaining clearly why they are necessary. Help each individual as needed. Be sure there is plenty of time so that the adults do not feel pushed or hurried by time.

6. Ask for questions, suggestions, or comments. You may not get any the first meeting because the group probably will be shy, but if you're doing a good job they will comment in forthcoming sessions.

7. Be relaxed. They are adult, too, and know you're not perfect. So don't try to be. If you plan your sessions and they are well organized, your class will know it.

RAPPORT

1. Be yourself. These are adults you are dealing with and they are usually masters at spotting phony behavior.

2. Be honest. They will understand when you make mistakes because they have had the same feeling (probably many times).

3. Be accepting. An atmosphere of acceptance is necessary before the adult student will contribute to the class. Help them to recognize *their* needs. Remember, your needs are not their needs.

4. Remember that adult students can and will learn but they also tire more rapidly than children. They can't go the same pace as they used to.

5. Homework: Be brief. Say what you are going to say. Many teachers sometimes feel that they have to expound and are notorious for this!

6. Be generous with your praise. They need sound and honest appraisal.

RECRUITMENT AND RETENTION

Recruitment—ABE

The ABE teacher has a vital role in the recruitment and retention of the ABE student. If the teacher is not committed, does not understand the program and what it has to offer, and does not care about the needs of the adult,

students, the ABE learner will leave. It is as simple as that!

It goes without saying that an ABE program which is truly responsive to student needs will attract and keep students. It has been shown that the most successful means of recruitment is word-of-mouth recommendation. If the program provides responses to expressed or implied needs, students will spread the word, thus insuring continued enrollments.

The prime responsibility for recruiting new students generally rests with the program director. However, it is inevitable that you, the teacher, play a part in the recruitment process. As a teacher, you can encourage students to invite friends, family, or associates to class with them. The following hints will help to recruit and retain students:

1. Greet the potential adult student warmly. Be sure to look at the person. Catch the potential adult learner's eye with a smile.

2. Be empathic. Try to identify with the person's feelings and thoughts.

3. Determine how you can help the potential student. During your conversation, stress the following if appropriate:

   a. Adult basic education program keeps all records confidential.

   b. Adult basic education program is FREE!

   c. Adult basic education learner will not lose other benefits such as welfare or social security.

d. Adult basic education can give some of the basic skills needed to find a job or get a better job.

e. Adult basic education can be the beginning of job-training programs.

f. Adult basic education classes are good places to make new friends.

g. Adult basic education cares about the adult learner.

h. Adult basic education can show adults how to succeed in learning.

i. Adult basic education is not the answer to all problems, but it can be the beginning of a more rewarding life.

j. Adult basic education can help parents cope more effectively with problems of raising children.

4. Talk about things that are meaningful to the potential learner: children, home, pictures, pets.

5. Explain fully how adult basic education can be beneficial to the learner immediately as well as in the future.

6. Explain the structure of the adult basic education classes. Be sure that it is understood that attendance is not required for every class.

7. Listen carefully! Be able to identify needs, ambitions, main interest, number in family, and problems.

8. Ascertain the educational level of the adult, if possible.

9. Give examples of other adults in similar circumstances who have benefited from the adult basic education program.

10. If the learner is interested, invite the learner to see the program director or placement person.

11. Be sure the adult understands when the classes are held.

Other Recruitment Techniques

The newspaper. Much FREE publicity can be obtained for the local adult education program through the local newspaper. Many local adult education supervisors use the newspaper to promote their programs. In many newspapers, articles are often hard to locate. Much can be done to improve newspaper coverage. The adult education supervisor should know the newspaper's city editor well and submit to him an article regularly. This will keep the news readers continually informed about the value of the adult basic education program. Be sure to check with your program director prior to contacting any of the following sources.

Helpful hints for newspaper publicity.—Write in newspaper style.

1. Every story should include the following: (a) lead—answers who, what, when, where, why, how; (b) body—expands the lead.

2. Accuracy is essential.

3. Use common and familiar words (twenty words or less in a sentence).

4. The story should be short enough to attract attention and long enough to cover the subject.

5. Names and pictures of local people have special appeal.

Remember to—

1. Ask reporters to do a feature story. These stories get better coverage.

2. Take the article to the newspaper typed in newspaper style. The inverted triangle style seems to work best.

3. Include pictures when possible.

4. Have prominent local people (mayor) endorse your adult education program in the news.

5. Keep adult basic education in the news all year long.

6. Write success stories on adult basic education learners.

7. Get a local business to sponsor a newspaper advertisement for the local adult education program.

8. Get full newspaper coverage during Adult Education Week.

9. Write letter of appreciation to the editor.

Radio and television. Both radio and television stations must do public service announcements. Through these media much FREE publicity can be obtained. Radio and

television stations are eager to promote worthwhile programs as a public service.

Basic ideas to consider.—

1. Keep the radio spots short but attention-getting (30- to 60-second spot announcements). Catchy phrases help attract attention. Have these taped so they can be used again.

2. Request the radio station to run a specific number of plays of your announcement. For example:

   a. Three weeks before classes begin, have the station play the spot once every four hours.

   b. Two weeks prior to classes, intensify to once every two hours.

   c. During the week of class registration, play once an hour.

   d. If this frequency is not possible, remember that the more air play the announcement gets, the better the chances of reaching your target population.

3. Research has shown that the adult basic education target population are prime television viewers. Use the television public service announcement programs to sell the adult basic education program.

   a. Appear on talk shows.

   b. Have a slide made advertising adult basic education with the call letters of the television station.

   c. Have local television news cover important events of the program, such as Awards Night, Open House.

Posters, fliers, billboards, and marquees. These four promotional devices can be used to attract potential adult basic education learners. They should be colorful enough to catch the eye and forceful enough to help recruit potential learners.

Retention

Both recruitment and retention are dependent on the quality of the local adult education program. It is easy to sell a good program.

A dedicated and trained teacher is the key to a successful program. Nationally, one-third of the adult basic education learners drop out of the adult basic education program before completion, and many more are very irregular in attendance.

To successfully retain the adult learner, a concerted effort must be made by the teacher to determine why an adult has chosen to return to school; then a curriculum must be developed to meet the adult's felt needs.

Recent reports of withdrawals in adult basic education programs throughout the United States indicate that lack of interest ranks highest in the known reasons for withdrawals from the adult basic education program. The seriousness of the problem of retention reflects how important it is for instructors and directors to work in a team effort to get and hold the interest of those who enroll.

The following are some "do's and don'ts" that are directly related to the teacher's role in retention of adult students.

DO the following:

Treat students as adults.

Find out students' educational goals.

Help students make a realistic plan for accomplishing their educational goals.

Let learners find success in every learning task. Give sincere praise. A word or two of praise, a pat on the back, or an appreciative smile can work wonders.

Determine the students' education handicaps—reading level, mathematical skill—informally and individually during the first few classes.

Periodically check the students' progress. Keep good records on work they have completed. Each learner should have a personal folder showing the learner's educational goals, inventory results, and accomplishments.

Make the learning experience meaningful to the students' everyday lives. Adults want to learn things that can help them on the job, at home, and in social situations.

Alternate the kinds of learning activities. Utilize lecture, group discussion, role-playing, individualized instruction, question-and-answer sessions, and buzz groups. Some adults work better alone; others excel in group activity. Remember, variety is the spice of life!

Provide materials for enjoyment such as magazines, cards, films, records, and tapes.

Have a sense of humor! Be a friend. Let the students know you are good-natured, cheerful, and capable of laughing with them.

Listen to their problems, aspirations, fears, likes, and dislikes. If they know you care about them and sincerely want to help, they will make every effort to come to class.

Have the students share their experiences and knowledge with the class.

Be tolerant of the students' beliefs, customs, and mannerisms. Many of these adults may reject middle class values. Accept the learners for what they are. We are all different. This makes for a more interesting world.

Anticipate and plan ahead. Nothing is more boring than an unprepared teacher. A teacher must plan-evaluate-plan constantly in order to provide the most stimulating learning atmosphere possible.

Plan for the students' physical comfort: Provide comfortable chairs and informal seating arrangements. Keep the classroom at the proper temperature. Keep the classroom well lighted. Have a refreshment center handy or let the learners share the responsibility of bringing in snacks.

To retain the adult learner, the following DON'Ts are important:

Don't treat the adults as children.

Don't expect rapid learning. (Sometimes adults who have been out of school for many years take a little longer at learning tasks.)

Don't let the student become frustrated, for the adult learner may never come back.

Don't ridicule the adult. As a teacher you must work to help the adult feel good as a person.

Don't give the adult a test the first night. Wait until the adult has become self-confident.

Don't conduct a highly structured class. Teachers of adults must be very flexible.

Don't make the adult feel he or she knows nothing. Use the adult's experiences.

If you, as the adult teacher, keep the above constantly in mind, you will find that retention will increase dramatically.

The following self-rating checklist is helpful in determining your "retention" score. A perfect score of 30 will assure a very high degree of retention. A score of 20 to 30 would indicate a good probability of student retention. A score of less than 20 would suggest a need for a thorough rethinking of the teacher's methodology, as it is likely that student retention is low.

Self-Rating Checklist for Adult Education Instructors

3—I was very successful.
2—I was moderately successful.
1—I was unsuccessful.

[ ] 1. Did I have a basic plan for the sessions, but use it flexibly?

[ ] 2. Were the methods and procedures used as varied as possible?

[ ] 3. Was there a good social feeling in the group?

[ ] 4. Did I use the experience of the members of the group to make my teaching real and vital?

[ ] 5. Did I reflect in every way my conviction of the importance of broad values?

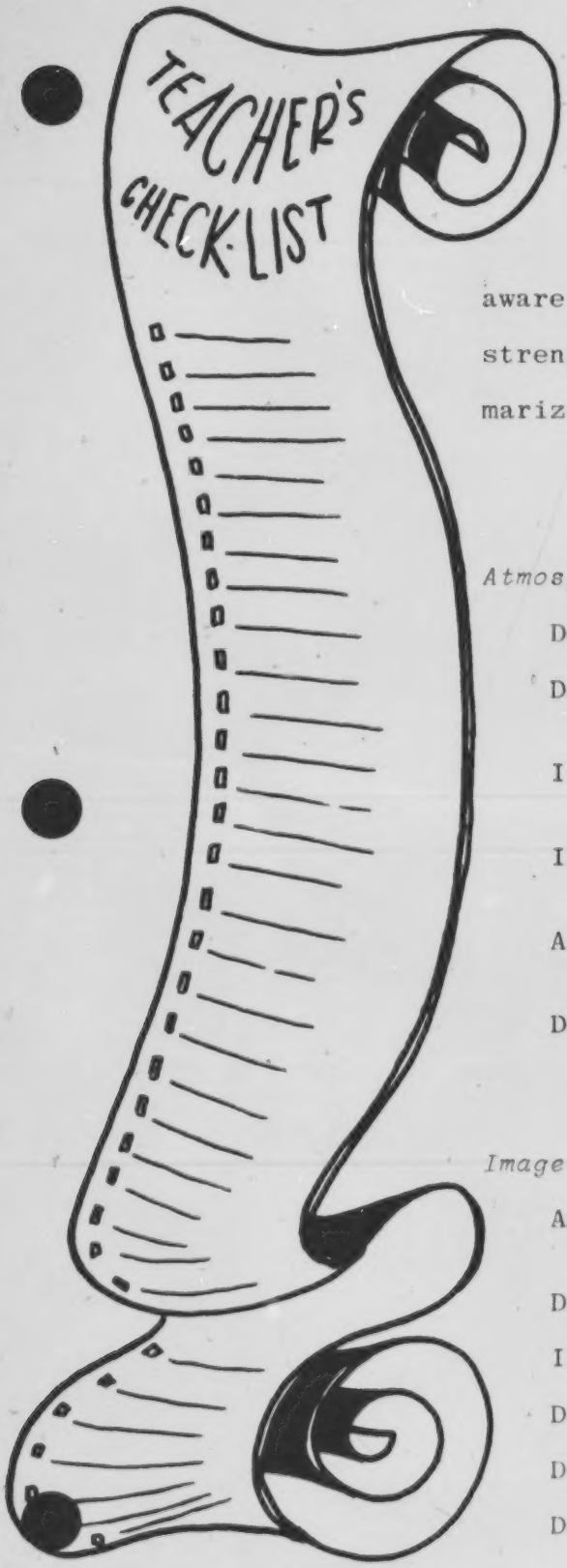
[ ] 6. Was I aware of the special needs and concerns of each individual in the group?

[ ] 7. Did I provide support and reinforcement for the learners who need it?

[ ] 8. Was the physical setting as attractive as I could make it?

[ ] 9. Do I know my adult learners?

[ ] 10. Did I enjoy the class?



A TEACHER'S SELF-APPRAISAL

The effective teacher needs to be aware of individual strengths and lesser strengths. The material that follows summarizes those necessary qualities.

How Do You Rate?

Atmosphere for Learning

Do I know the names of my students?

Do my students experience a feeling of being welcome?

Is there a genuine feeling of cooperation between teacher and student?

Is the classroom attractive, well lighted, and comfortable?

Are the students properly grouped according to learning levels?

Do I create an atmosphere that "We are going to learn something worthwile in class"?

Image of the Teacher

Am I interested in each individual student's needs and responses?

Do I speak clearly and distinctly?

Is my classroom appearance pleasing?

Do I smile?

Do I earn the respect of my students?

Do I make learning an exciting experience?

Am I on time for my classes?

Do I radiate enthusiasm?

Do I really enjoy teaching adults?

How do I endeavor to make myself a more effective teacher?

Teaching Procedures

Do I prepare a detailed lesson plan for each lesson?

Do I provide special lesson materials to meet individual learning differences?

Am I versatile in the use of teaching devices (flash cards, charts, etc.)?

Do I make full use of instructional aids (audio-visual, programmed materials)?

Is imagination exercised in developing lesson materials?

Is there an element of surprise in every lesson?

Psychology of Approach

Do I treat my students as adults?

What efforts do I make to motivate the students' learning?

Is three-way communication encouraged (teacher-student; student-teacher; student-student)?

Do I develop an attitude of supportiveness in the learning process?

Do the students share in identifying and developing goals?

Do I utilize every opportunity to praise and commend students?

Student Retention

What percentage of the active enrollment is present at each session?

What percentage of students who originally registered is reflected in the present active enrollment?

Do I know why students have dropped out?

Do I follow up absentees?

What devices do I use to stimulate attendance?

Do I recognize and try to overcome danger signals of potential dropouts?

Characteristics of a Good Adult Basic Education Teacher

An effective teacher of adult basic education:

Develops a feeling of the individual's work and dignity.

Provides the student with a reason to return to the next class.

Is flexible, both in self and in the program.

Has confidence and strength in personal abilities.

Should have the ability to communicate with students at the proper levels, as equals.

Has interest in helping pupils to help themselves.

Has respect for the pupils as individuals.

Should be available (open) for students' questions.

Should reflect and/or spotlight self-esteem of students.

Has pleasant, not extreme, appearance.

Is adaptable in classroom arrangements and personal relationships at varying degrees of achievement.

Has an interest that is apparent so it can be immediately recognized by the students.

Is sensitive to and understands the individual needs of the students, intellectually, socially, and emotionally.

Recognizes the worth of each individual student and is patient.

Is able to learn to know the students and their problems.

Has knowledge of social agencies.

Is capable of setting an accepting classroom atmosphere.

Has the ability to keep good records.

How do *you* rate?

Intellectually, a good ABE teacher should have the ability to do the following things:

Explain.

Help the student define personal goals (which includes a subjective and objective evaluation by the student).

Be creative.

Be original.

Be resourceful.

Exercise good judgment quickly.

Be alert.

Accept criticism.

Give tests.

Be understanding.

Recognize them as adults.

Help students "save face."

How do *you* rate?

Other characteristics of the adult basic education teacher are these:

Sociability.

A sense of humor.

Enthusiasm.

Sales ability concerning the program.

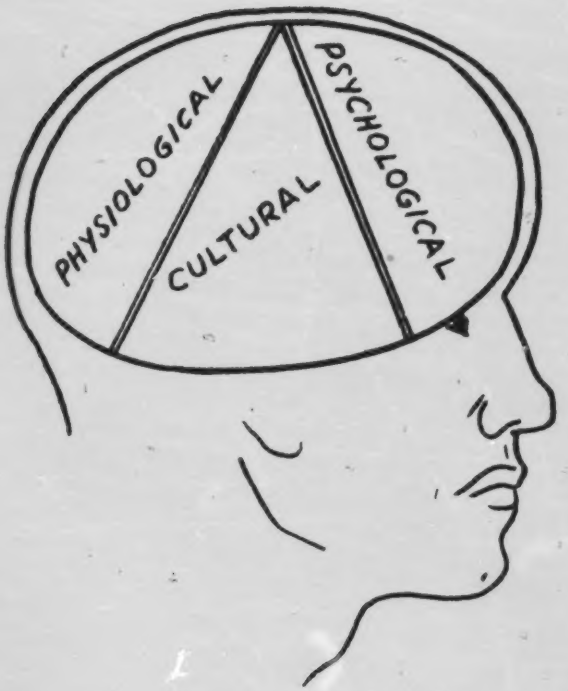
Patience.

Self-control.

Empathy.

Praise (as a reward).

Do *you* have these characteristics?



CHAPTER IV

THE STUDENT

CHARACTERISTICS

Now that you teach adults, you should be aware of the characteristics of the adult student. You should also have some understanding of the students and the needs that motivate them to be in your class.

The purpose of this chapter is to acquaint you with some general characteristics of the adult students. These characteristics are divided into three sections:

1. Physiological
2. Psychological
3. Cultural

In addition, a section describing the "poverty culture" has been included.

PHYSIOLOGICAL CHARACTERISTICS OF THE ADULT STUDENT

The physiological condition of the learner exerts a significant influence on learning that is often poorly understood and ignored by both the adult student and the adult educator. Nearly every adult experiences some kind of physical disability that may be the source of some learning difficulty. This may result from an inherited characteristic, from injury or disease, from inadequate nutrition, or from the natural process of aging.

From whatever source it may arise, the physiological condition of the learner will affect learning and performance in a number of ways that need to be examined. All learning begins with the presentation of a stimulus, and since the eyes and the ears are the principal channels to the mind for most learning stimuli, these two organs require special consideration. Many of the physiological difficulties that stem from the acuity of the ear and the eye are accentuated by conditions existing in the classroom itself. Hence, an instructor can often minimize or overcome the barriers to learning resulting from defective vision or hearing.

What are some implications of this for teachers of adults?

Vision

1. Use good illumination. Older adults must have not only better light, they must have MORE light. Do not have audience face the light. Never have a flickering light.

2. Arrange seating so that people are close to the speaker and to the materials used in class demonstrations.

3. Arrange and use equipment which will enable the audience to see all parts of demonstrations easily and clearly. In addition:

a. Have a neutral background.

b. Use sharp contrasts of color.

c. Use large charts, diagrams, and pictures.

d. Use large, legible writing or printing on large-sized blackboard.

e. Use simple words and phrases on the board. Avoid the use of abbreviations.

f. Remove everything from the blackboard except those items which pertain to the subject under discussion.

4. Shiny slate blackboards should be replaced wherever possible with a newer type rough chalkboard of such color that maximum contrast can be obtained with selected chalk.

5. Make sure that all duplicated materials for student use are done with pica type and double spacing.

Hearing

1. Speak more slowly and distinctly as the age of the group advances.

2. Stand still, or relatively so, so that those who depend to some extent, consciously or unconsciously, on lip reading will be aided in understanding what is being said.

3. Unusual words, unfamiliar names, numbers, and the like should be enunciated clearly and then printed on the blackboard.

4. Study the faces of members of the group to see whether they are hearing.

5. Use simple, well-chosen words that are clear and meaningful; avoid the use of words that are lengthy and difficult to understand.

6. Use the blackboard freely, particularly when there are some who are not hearing clearly; vision will supplement hearing.

7. Talk directly to the group in a friendly, conversational manner; use well-modulated voice; avoid monotone.

8. Be especially observant and eliminate inside or outside noises that tend to interfere with the hearing of the group.

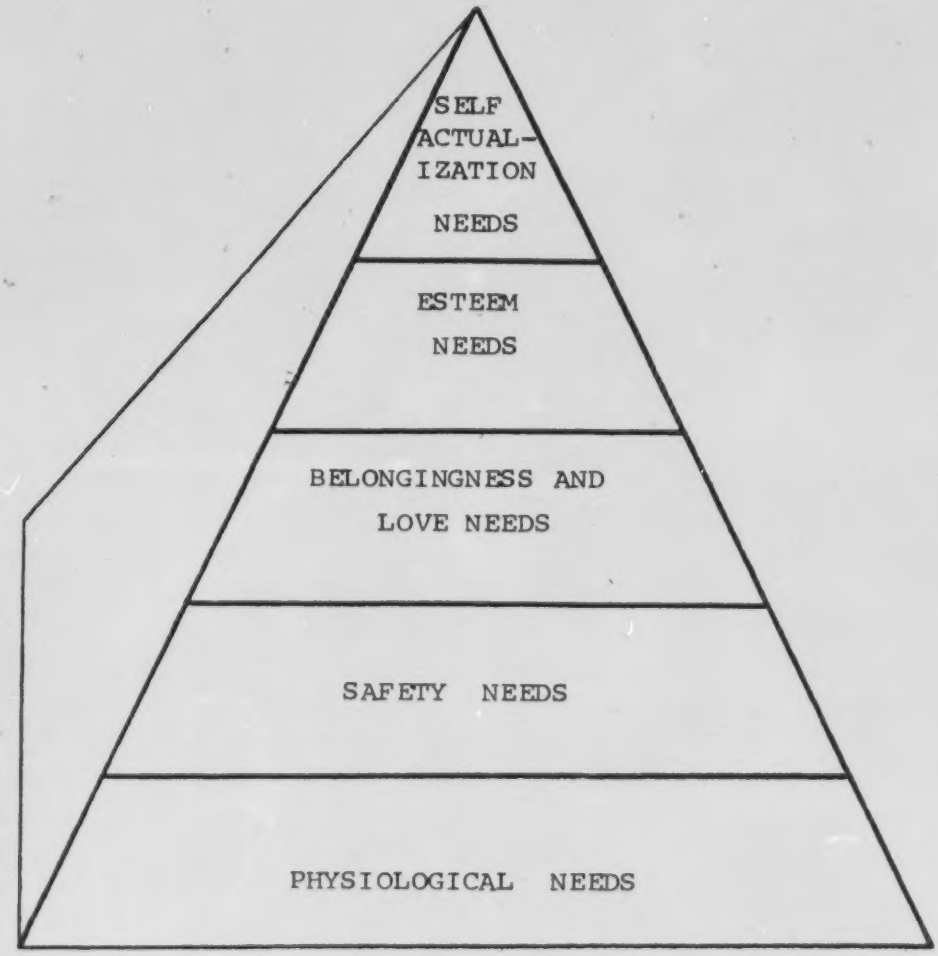
9. Questions directed to the teacher by members of the group should be repeated for the benefit of the entire group before the questions are answered.

10. Ask someone in the back of the room to call attention when any member of the group cannot hear.

PSYCHOLOGICAL NEEDS

Much has been said concerning the needs of the adult student. It almost goes without saying that the student enters your program attempting to satisfy a need. Just what are these needs? How can they be identified and met?

A widely accepted classification of human needs is useful in assisting the teacher to better understand the adult student. These basic needs form a hierarchy; the higher needs are dependent on the satisfaction of lower needs.



In explaining the needs listed above, the achievement of one level drives a person on to the next higher level. However, an unsatisfied need at the lower level of the structure will dominate the higher human need.

The ABE teacher may ask at this point, "What relevancy do self-actualization needs have for the ABE student?" The inner nature of self-actualization is weak, delicate, and subtle. The thin thread of a person's self-actualization needs may be overcome by poor culture; ineffective or bad parents, or faulty habits, but it never fully disappears. Even though the ABE student's personal situation provides many barriers to the actual reality of growth and change, the basic concept can allow the teacher to provide a special psychological environment for the opportunity of growth.

Here is a list of implications for teaching that begin to meet the psychological needs of the ABE student.

Meeting Safety (Security) Needs

Whenever an individual enters a situation in which the environment is unfamiliar, a feeling of fear or uneasiness may develop. The ABE student is no exception. In some cases, the student has minimal previous experience in a formal learning environment. In addition, the student may have been out of school for many years. *To reduce fear of the unknown or the unfamiliar, ABE staff should engage in the following activities:*

1. *Use an informal and friendly approach in greeting new ABE students.* Typical comments from new students include: "I was scared to death to go in there at first, but after I talked to the teacher I kind of understood." "He helped me gain enough confidence in myself to stay in class." "Teacher took more time to explain things, particularly at first."

New students do need help in making that oftentimes difficult transition from home to school. A friendly greeting will enable them to overcome some of their fears and will help them prepare for the program activities. They need a friend, and until they acquire a little self-confidence and get to know some of the other students, someone must be their friend, guide, and companion in the learning situation.

2. *Present an accurate picture of what the ABE program has to offer.* One of the reasons given by dropouts for leaving a program after the first few classes is that they had the wrong idea about what the program offered. The ABE student is often concerned about today and not worried about next month or even next week. The ABE program may be viewed as a chance to improve an economic situation, perhaps the last opportunity in a world in which success has thus far eluded the student. Such student intents must be understood and equated, where possible, with program

intents. The student must be made aware of what can or cannot be expected from the ABE program. Assistance in developing the realization that, although chances for employment may be improved because of participation in ABE, there may not be assurance that these vocational goals will be achieved. The ABE program staff should be positive in telling new students what the program can offer, but they should also be realistic in their discussions with the students.

3. *Familiarize students with the learning environment.* Being in a self-contained classroom gives the student some sense of security in the ABE program, but, until the student is familiar with all of the activities which normally occur, some feeling of insecurity remains. New students should be shown around all of the physical facilities as soon as possible. This will give them some idea of where specific facilities (drinking fountains, restrooms, telephone, etc.) are located as well as inform them about other classes that may also be in session in the building. New students may become somewhat uneasy at hearing bells ring and doors slam unless they are led to expect and are made aware of the reasons for such noises. They should be informed of any smoking regulations, break schedules, location of cafeteria and vending machines, etc. The sooner the new student learns about these routines, the greater the sense of security. Friendly reminders and courteous answers to

questions related to these routine activities will accomplish much in helping the student become adjusted to this new and unfamiliar environment.

Meeting Love-Belongingness Needs

It is quite possible that during initial experiences with ABE the student will wonder if he/she really belongs in the program. The staff may appear to be indifferent to the student's needs or goals, and other students may seem too busy with their own learning activities to provide much encouragement or assistance. *In order to help the new student acquire the feeling that somebody in the ABE program really cares about each and every student, the following procedures should be undertaken by administrators, counselors, paraprofessionals, and teachers.*

1. *Help students become acquainted with each other.* To "warm up" a group of students, begin with conversational-type questions which will not only introduce students to each other but will also allow them to realize that each person is not much different, in many ways, from anyone else in class. Questions such as "Where do you live?" and "Do you have any special interests or hobbies?" and "What would you like to learn in the ABE program?" can be answered without fear of embarrassment.

This procedure will provide the counselor or teacher with general information about the backgrounds, goals, and aspirations of class members. In addition, the student will be furnished an opportunity to overcome some initial fears of not being able to communicate adequately with the staff or with other students. The somewhat limited vocabulary of the ABE student may cause problems in communicating. The student may experience some difficulty in understanding some of the words and phrases used by the teacher or counselor during the first contact with the program. The student may also have difficulty in trying to convey meanings because of limited ability to communicate verbally. Finally, the student may possess poor grammatical practices which are the result of many years of habit and improper word usage.

2. *Involve new students in learning activities as quickly as possible.* In orienting new ABE students, there is a general feeling that, the sooner the enrollee becomes active in the program, the sooner progress toward goals will begin. There is a need to get the student involved as a participating member during the first class period, if possible. This participation may consist of reviewing or browsing through materials, having a personal interview with the teacher or counselor to set goals and plan experiences, communicating with other students about their goals or previous experiences in the program, or looking at word lists

to see how many words can be identified. Regardless of how it is done, an attempt should be made to get each new student immediately involved in some classroom-related activity in order to develop a feeling of *belonging* in the learning situation.

If a new student becomes a member of a class which has already been meeting for a number of sessions, the ABE teacher should make a special effort to engage and welcome the student. In addition to having the other class members become acquainted with the new student, the teacher may want to assign one particular class member to more or less "adopt" the new student during the period of adjustment to the ABE program. The "adopter" could assume the role of a friend and be a source of information to whom the new student can turn to with questions when not wanting to approach the program staff.

Meeting Self-Esteem Needs

Every adult has a need for feelings of worth and dignity. Other things being equal, a person who feels self-worth will be more receptive and able to learn than a person who lacks such feelings. *The following recommendations, if applied, should contribute to feelings of self-worth and value among students.*

1. *Provide students with opportunities to enhance their feelings of self-worth.* One investigator states, "We learn *who* we are and *what* we are by carefully observing how other people react to us." If the ABE student has experienced negative or unpleasant reactions from others due to lack of education or because of a life-style that is not the same as in the so-called "middle-class" society, the student's self-concept may be low. More specifically, if earlier experiences with "helpers" have turned out to be unhelpful or punishing—which is sometimes the case—there will be a tendency for the ABE student to now view the ABE staff with suspicion. If such is the case, then the staff has a twofold task to perform—first to reduce or eliminate suspicion and second to establish a relationship which will help build self-concept. To do this will require that all staff, through their actions more than through their words, convey to the student their acceptance of the individual "right now," "as is." There are numerous ways of doing this: a friendly hello, a personal conversation during break time, an extra-special effort to satisfy a specific and immediate concern of the student, etc.

2. *Constantly reinforce new students during their initial learning activities.* Closely related to the ABE student's low self-concept may be a lack of confidence to do very much about the life situation. Because of this lack

of confidence, the student may become submissive in relationships with others, particularly with those who are more highly educated. Before entering the ABE program, this submissiveness may have been reinforced to the extent that an overall attitude could be approaching apathy. At first, little attempt to accomplish much is typical behavior, but with constant reinforcement and encouragement from the teacher and counselor the student will begin to realize that tasks can be mastered and learning begins.

3. *Provide new ABE students with learning materials which are consistent with their academic abilities and which reflect their needs and interests.* Although ABE students usually possess a wide range of general abilities, they are usually lower in academic abilities than adults with more education. *However, this does* not *mean that the intelligence range of the students is below average.* A study of some 60,000 intelligence and aptitude test results indicates that lowest socioeconomic groups have essentially the same range of intelligence and potential skills as the general population. Apart from the question of intelligence, knowing the academic ability (reading, computing, speaking, etc.) of each student is important as one factor in selecting learning materials. Materials which are too difficult will not help a new student acquire self-confidence. The difficulties experienced in trying to utilize materials which are too

difficult will only lend support to previously held ideas the student may have had about an inability to learn.

The initial learning materials should also be related to the student's vocational, social, or family interests. The materials must be interesting, desirable, and manageable, and the student should be able to make use of them to better understand the environment. For example, an adult who is having difficulty meeting living expenses will not be very interested in reading materials relating to investment in the stock market. How to increase the purchasing power of present income would be more interesting. Consumer education materials—how to shop for "specials," how to avoid "impulse buying," etc.—would be more interesting and much more relevant to immediate needs.

During the past few years, ABE teachers, counselors, and administrators have discovered that child-oriented materials are *not* appropriate for ABE students. Some individuals had felt that, because the elementary school child and the ABE student were learning at about the same academic level, similar learning materials could be utilized. However, educators have discovered that adults prefer materials with which they can identify rather than materials designed to appeal to the interests and needs of children.

Meeting Self-Actualization Needs

The ABE student, like any other human being, has a unique potential for growth, as well as a need to realize that potential. This need has been given the name "self-actualization" by Maslow. True, there may be other more basic needs in the hierarchy of human values pressing for attention; nonetheless, the ABE staff should be ready at all times to nurture the unfolding of unique talents—the expression of newly recognized potentials and needs. As an aid in that process, the following recommendations are offered.

1. *Involve each student in the clarification of his specific needs and interests.* Early in the ABE experience, each student should be counseled to try to ascertain individual expectations. What specific needs are to be fulfilled? What is the student primarily interested in learning? Even though this could have been done by the counselor, the ABE classroom teacher should repeat the process. This would not only give the teacher an opportunity to know each student better, but would also provide a situation in which the teacher and student could agree upon some realistic personal and educational goals for the student. Once these goals have been agreed upon by both teacher and student, it is much easier for the teacher to plan specific experiences which will assit the student in reaching such goals. As

progress toward goals is achieved, the student becomes more self-confident and usually remains in the program.

2. *Encourage former students who have successfully completed the ABE program to return and speak to new enrollees.* No one can relate the importance of an experience better than a person who has been through that experience. A former student who is now enjoying benefits derived from the ABE program can be more effective than any staff member in conveying the importance of ABE to the new enrollee. The former student can "tell it like it is." In addition to encouraging a new student to remain in the ABE program, this experience could also cause a re-evaluation of potential.

THE POVERTY CULTURE

ABE students are most often from the "Culture of Poverty." The following excerpt from *Teaching the Culturally Disadvantaged Adult*, by Curtis Ulmer, may give some insight into the difficulties faced by many of your students.

What Is Poverty?

> You ask me what is poverty? Listen to me. Listen without pity. I cannot use your pity. Listen with understanding.
>
> Poverty is living in a smell that never leaves. It is the smell of young children who cannot walk the long dark way in the night. It is the smell of milk which has gone sour because the refrigerator doesn't work, and it costs money to get it fixed. It is the smell of rotting garbage.
>
> Poverty is being tired. I have always been tired. They told me at the hospital when the last baby came that I had chronic anemia and that I needed a corrective operation. I listened politely. The poor are always polite. The poor always listen. They don't say that there is not money for the iron pills or better food or

worm medicine. Or that an operation is frightening and costs so much. Or that there is no one to take care of the children.

Poverty is dirt. You say, "Anybody can be clean." Let me explain about housekeeping with no money. Every night I wash every stitch my school-age child has on and hope her clothes dry by morning. What dishes there are, I wash in cold water with no soap. Even the cheapest soap has to be saved for the baby's diapers. Why not hot water? Hot water is a luxury. I do not have luxuries.

Poverty is asking for help. I will tell you how it feels. You find out where the office is that you are supposed to visit. You circle the block four or five times, then you go in. Everyone is very busy. Finally someone comes out and you tell her you need help. That is never the person you need to see. You go to see another person and, after spilling the whole shame of your life all over the desk between you, you find that this isn't the right office after all.

Poverty is looking into a black future. Your children won't play with my boys. My boys will turn to other boys who steal to get what they want. And my daughter? At best there is for her a life like mine.

"But," you say to me, "there are schools." Yes, there are schools. But my children have no books, no magazines, no pencils or crayons or paper. And most important of all, they do not have health. They have worms. They have infections. They do not sleep well on the floor. They do not suffer from hunger, but they do suffer from malnutrition.

Poverty is cooking without food and cleaning without soap. Poverty is an acid that drips pride until all pride is worn away. Some of you say that you would do something in my situation. And maybe you would—for the first week or the first month. But for year after year after year?

SUMMARY

In summary it must be remembered that the ABE student usually has a long history of failure to overcome. As the teacher you must overcome these failures and insecurities. A rapport of trust between you and your students must be developed. Honest caring for each individual in the class

is an essential. Allowing for and making use of the vast differences will help mold your class into a learning co-operative.

Due to family, social, and health problems many students will not attend well, particularly at first. This pattern can be gradually overcome as a student's self-esteem improves and confidence in your and his/her ability to learn and grow. Another important aspect of retention and attendance is a strong group learning situation in which the adult student plays a social role and feels a sense of belonging and achievement.

Remember, do not force your values upon your students. Be the example of all you hope to teach about reliability, responsibility, care, and understanding, and teaching ABE will be one of the most rewarding experiences of your life.

You must remember at all times that these are generalizations and every student lies somewhere within the possible spectrum of combinations. *The ideas presented above are to give you a framework within which to observe your students and make yourself aware of possible sensitivities which they may have.*

CHAPTER V

THE PROGRAM

CURRICULUM

The curriculum of an adult education program will be as varied as the needs of the students who enter the program. There is a core of "basic" skills which are generally assumed to be necessary for survival in our society.

The teacher must be aware of the fact, however, that each student will perceive specific needs and hope that the program will help meet these individual needs. The teacher should help the student to identify and articulate needs and then tailor a program to the individual. For

example, the student who requests basic math in order to keep the records in a small business should not be given a varied program containing a great deal of content which the student feels unnecessary. Instead, the effective teacher will help the student to meet this primary need and may, during the program, encourage expansion of interests into other areas of the basic skills.

There are three general skills areas—communications skills, computation skills, and coping skills. Communications contains reading, writing, listening, and speaking. Computations are considered to be the basic mathematics operations. Coping skills are those skills required for survival in our society—occupational knowledge, economics, citizenship responsibilities, and health care.

The curriculum should be designed to develop skills in all these areas, though *any individual may request skills development only in one or a few of these areas.*

A stated goal of many students is to be able to pass the General Education Development (GED) Examination and obtain an Arizona High School Equivalency Certificate. The teacher should always remember that a primary task is to provide the student with the basic skills necessary for survival in our society, as well as preparing the student for the GED examination.

Resource Guides

The Adult Education Division has a variety of resource materials available to the staff that may be obtained by contacting:

Adult Education Division
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
Telephone (602) 271-5281

Handbook for Teachers in Adult Education

1. Characteristics of a Good Adult Education Instructor
2. Certification
3. Characteristics of the Adult Basic Education Student
4. Program Priorities
5. Recruiting Adult Students
6. Objectives of the Program
7. Student Dropout
8. Adult Education Reporting System

Citizenship Resource Guide

1. Introduction
2. Certification
3. Citizenship Guide
4. General Objectives
5. Areas for Special Consideration
6. Naturalization Procedures
7. Sample Questions

English as a Second Language Resource Guide

1. Introduction
2. Certification
3. General and Specific Objectives
4. Definition of Terms
5. Principles of Instruction
6. Instructional Techniques

Arizona Adult Basic Education Resource Guide

1. Introduction
2. Curriculum

Communication Skills

Arithmetic Skills

Social Studies

Science

Family and Community Living

Arizona General Educational Development G.E.D. Resource Guide

Section 1—*Correctness and Effectiveness of Expression* (Buff)

I. Punctuation—pages 1-2

II. Spelling—pages 2-4

III. Capitalization—page 4

IV. Usage—pages 4-7

V. Parts of Speech—pages 8-9

Section 2—*Interpretation of Reading Materials in Social Studies* (Green)

I. Modern World History—pages 1-3

II. United States History—pages 3-6

III. Asian and African Culture Studies—pages 6-7

Developing Reading Skills and Social Studies —pages 8-11

Section 3—*Interpretation of Reading Materials in the Natural Sciences* (White)

I. What Science Is—page 1

II. Tools of Science—page 2

III. Living Things—pages 2-4

IV. Ecology—page 4

V. Conservation—page 5

VI. Fundamental Systems in Man—pages 6-8

VII. Properties of Matter and Changes in Matter —pages 8-9

VIII. Atomic Structure—page 10

IX. Common Chemical Changes—pages 10-11

X. Common Compounds and Mixtures—pages 11-12

XI. Forces—pages 12-15

XII. Electric Energy—pages 15-17

XIII. The Earth's Surface—pages 17-18

Section 4—*Interpretation in Literary Materials* (Blue)

I. Short Story—pages 1-3

II. Novel—pages 3-5

III. Nonfiction—pages 5-7

IV. Drama—pages 7-9

V. Poetry—pages 9-10

VI. Essay—pages 10-11

VII. Periodicals—pages 11-12

VIII. Humanities—pages 12-14

Developing Skills for Reading Literature —pages 15-18

Section 5—*General Mathematical Ability* (Indigo)

I. Arithmetic—pages 1-7

II. Basic Structure of Algebra—pages 7-8

III. Arithmetic from the Algebraic Point of View —pages 8-9

IV. Nonmetric Geometry—pages 9-14

NAPCAE (National Association for Public Continuing and Adult Education) publications have also been made available to adult educational projects in Arizona.

You Can Be a Successful Teacher of Adults

When You're Teaching Adults

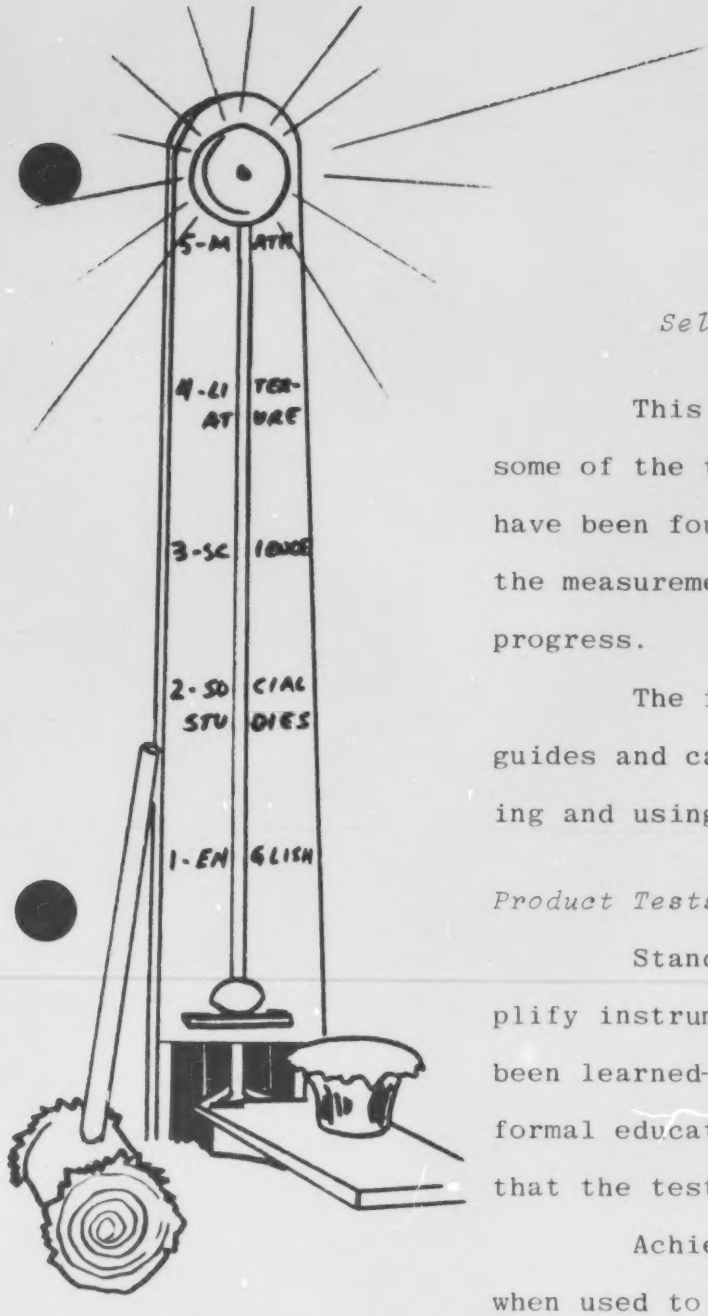
2nd Treasury of Techniques for Teaching Adults

A Treasury of Techniques for Teaching Adults

Counseling and Interviewing Adult Students

Tested Techniques for Teachers of Adults

Teaching Reading to Adults



TESTING

Selecting and Using Tests

This section provides information on some of the tests currently available which have been found useful in diagnosis, and in the measurement of reading attainment or progress.

The following comments are offered as guides and cautions in the process of selecting and using tests for the classroom.

Product Tests

Standardized achievement tests exemplify instruments designed to assess what has been learned—the "product" of—formal and informal education. They are constructed so that the tests may be administered in groups.

Achievement tests are most powerful when used to assess *group* performance and to measure reading gains. Another asset of standardized tests is that they provide a norm or standard of attainment by which the test scores can be compared. Scores can also be interpreted as an indication of how the adult would respond to other instruments

measuring the same achievement area(s). Achievement tests permit the user to compare one type of performance with another, but do not indicate how the reader achieved as he or she did.

Manuals usually provide sufficient information for successful test administration and scoring, and for making basic interpretations of the scores. Because of the nature of these tests, they usually require little in the way of specialized training and experience beyond careful use of the manual for acceptable implementation.

Process Tests

Whether group or individually administered, these tests attempt to provide a measure or a record of the observed reading performance of the student. Some tests are organized so these scores yield a profile of performance. Usually tests of this type are designed to measure *specific* aspects of reading performance (e.g., word analysis, comprehension, etc.).

While some tests in this group also provide norms for making comparisons, the utility of these tests resides in their potential for assisting the teacher in pinpointing those aspects of reading which are adequate, and if and where the process being tested begins to break down. Process tests generally involve greater skills to administer and interpret these tests and therefore require more training

and knowledge on the part of the user than do achievement tests.

Group Tests

Group tests have certain advantages over individual tests such as the relatively shorter administration time involved. However, responses to items on pen and pencil tests give the impression that the student could and did read the material. Because such tests are silent and particularly when the items are multiple-choice, an examiner cannot discriminate between responses which were made through correct or incorrect reading nor among those which came about through reasoned or random guessing. The negative effects of such testing can be reduced by matching the adult with a test which best fits his or her current reading capability. Fewer errors in interpretation will be made when dealing with group scores than will be made if individual scores are analyzed.

Product tests have a variety of important functions such as providing a way of screening people for further testing and establishing baseline data for conducting a continuous program evaluation.

Individual Tests

Most of these tests are oral and are administered individually. Tests provide the examiner with specific information about the ability to handle the reading tasks

involved. The resulting information can be directly linked with instructional decisions.

However, the potential user should be cautioned that the utility of these tests depends almost entirely upon the capability and training of the examiner. Test results are affected by variations in test administration, in the subjectivity involved in the scoring of items, and in test interpretation.

These tests can provide intensive diagnostic data on individuals for making instructional decisions. On the other hand, they are not well suited for assessing long-term effects of the instructional program.

Test Selection and Use

The following ideas might be considered if the selection and use of new tests is a concern:

1. The bulk of the test items should reflect the curriculum or outcomes expected of your program. This requires a close inspection of the test items. Purchase or borrow a specimen set (test and manual) to examine the items and format, as well as information concerning test norms and interpretation. In addition, check the available reviews of the test in an appropriate edition of the *Mental Measurements Yearbook* (Oscar Buros, Editor, the Gryphon Press, 7 editions).

2. Standardized achievements or product tests increase in utility when employed over a span of several years. Experience with the test and its relation to subsequent instruction can provide insights to help determine how the results may relate to other tests and to predict instructional needs. Year-to-year measurement of the program can be managed more efficiently if the same standardized test is used each year. When different tests are administered each year, the results can not be compared with the scores of previous years because of differences in test content and norms.

3. Essentially, selection of process tests should be based upon the training and experience of the person(s) using the test. Administration and interpretation can be improved by experience and additional graduate coursework or specialized training procedures.

An Index of Test Information

For those readers who are unfamiliar with the tests included in this section, the following two tables provide a general reference to test type, content, and level. Separate tables are provided for individual and for group tests. Titles of general skills or for subject areas, and the grade levels for which the tests were designed, are found in one column, and the specific tests which contain such features are listed in the other column.

GROUP TESTS

Test Information	Test[a]												
	A	B	C	D	E	F	G	H	I	J	K	L	M
Grade levels													
0/1							X					X	
1/2	X				X	X	X			X	X	X	
3/4	X	X		X	X	X	X	X		X	X	X	
5/6	X	X	X	X	X	X	X	X		X	X		X
7/8	X			X	X	X	X	X		X	X		X
9/10					X	X	X	X	X	X			X
11/12							X		X	X			X
Achievement or product information													
Word recognition				X							X	X	
Vocabulary *listening				X			X	X		X		X*	
Comprehension					X		X	X		X	X	X	
Rate/accuracy								X					
Language							X		X				
Spelling							X			X			
Math						X	X		X	X	X		
Social studies									X				
Science									X				
Literature									X				
Process or diagnostic information													
Sound discrimination			X										
Letter recognition	X												
Letter sound relationships	X	X	X									X	
Blending	X	X	X										
Context clues	X	X											
Structural analysis		X	X										
Word recognition	X	X											
General verbal IQ													X

[a] *Key to Tests:* (A) Doren Diagnostic Reading Test; (B) Silent Reading Diagnostic Test; (C) McCullough Word Analysis Tests; (D) Basic Reading and Word Test; (E) Reading Placement Inventory; (F) Math Placement Inventory; (G) Tests of Adult Basic Education; (H) Gates Reading Survey; (I) Iowa Test (ITED); (J) Adult Basic Learning Examination; (K) Adult Basic Ed. Student Survey; (L) Adult Basic Reading Inventory; (M) Quick Word Test.

INDIVIDUAL TESTS

Test Information	Test[a]													
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Grade levels															
0/1	X		X		X					X					
1/2	X	X	X	X	X		X	X		X	X	X	X		
3/4	X	X	X	X	X	X	X	X	X	X	X	X	X		X
5/6	X	X		X	X	X	X	X	X	X	X	X	X	X	X
7/8	X			X	X		X			X		X	X	X	X
9/10	X			X			X			X				X	X
11/12				X			X			X				X	X
13+							X								X
Reading level															
Oral	X	X			X	X	X	X		X	X				
Silent										X				X	
General reading ability															
Word recognition															
Skills												X			
Graded lists	X	X		X	X	X		X					X		X
Word analysis						X									
Discrimination			X												
General skills	X	X				X		X				X	X		X
Specific skills		X		X		X			X	X					
Comprehension															
Listening		X			X										
General skills	X	X			X		X	X							
Specific skills														X	
Word meaning				X		X									
Math															X

[a] *Key to Tests:* (A) Adult Informal Reading Inventory; (B) An Informal Reading Inventory; (C) Auditory Discrimination Test; (D) Botel Reading Inventory; (E) Follett Indiv. Read. Placement Inv.; (F) Gates-McKillop Read. Diag. Test; (G) Gray Oral Reading Test; (H) Idaho St. Pen. Informal Rdg. Inv.; (I) Roswell-Chall Diagnostic Test; (J) Test of Indiv. Needs in Reading; (K) Test That's Not A Test; (L) Word Discrimination Test; (M) Slosson Oral Reading; (N) R/EAL Test; (O) Wide Range Achievement.

The reader is referred to the 1975 publication of the University of Missouri-Kansas City entitled *Tests for Adult Basic Education Teachers* for more detailed information.

DIAGNOSIS AND PLACEMENT

There is frequently some discussion about the issue of testing students upon entry into an adult basic education program. Many feel that entry testing is threatening to the returning student and may cause rejection of the ABE course offerings. It is obvious, however, that some diagnosis of skills is necessary in order that the student be given meaningful materials which challenge rather than insult. How can this diagnosis be carried out so that it will be meaningful to the classroom teacher and be a positive experience for the student?

In planning a testing program for ABE, the first important question to be resolved is, "Why test?" Meaningful goals of the testing program should be laid out so that administrators, instructors, and students will all know why tests are being given and how test results will be used in planning classroom activities.

A decision must be made about the timing of diagnostic testing. Will it be done before a student is assigned to a class? Will there be a waiting period while the student becomes familiar with the entire program? Will it be done only at student request? Or will testing take place only at

the end of a given program or cycle? Any ABE program must resolve these questions in order that a standard policy be maintained for students, staff, and administrators.

Anything which appears threatening to the ABE student may encourage him to leave the course. Therefore, the test situation must be made comfortable for the student. *The following rules should be kept in mind when setting up a testing program:*

1. Testing should be preceded by efforts to establish a trusting and comfortable relationship.
2. Carefully explain the purpose of the test.
3. Create a relaxed and informal testing atmosphere.
4. Use tests which are appropriate for adults.
5. Use test results as part of the counseling process.
6. Consider cultural differences when selecting and interpreting tests.

After deciding when to test, an ABE program must decide what testing program to utilize. Usually, testing is done in two critical areas: reading and mathematics. Results of a reading test will give approximate grade level; these data will be used in placing the student in appropriate materials. A mathematics test will ascertain how many skills are already held by the student and will give the

instructor information on what materials are relevant to the student's current needs.

There are two general approaches to the testing of reading level. The first, the reading inventory, is an oral approach to testing. In a reading inventory, the student will be given progressively more difficult reading materials until a reading level of competency has been determined. An instructor may choose to use a standardized reading test either to supplement an informal reading inventory or in place of one. While standardized tests give acceptable grade scores, there are few really good standardized reading tests suitable for use with adults in the lower reading levels. An instructor must constantly consider whether materials assigned to a student at a lower level will be insulting in their childish content. Too, standardized tests are all too often normed against children rather than adults, and grade scores may be considered invalid.

An alternative approach to diagnosing placement for an ABE student has been designed by the Extension Teaching and Field Service Bureau of the University of Texas. Feeling that a test upon entry may represent a major threat to the ABE student, they have designed an information sheet which acts as a placement instrument (see page 97).

The teacher can help lessen the new student's fears of testing by suggesting self-correction of the entry placement test. This often helps the student to relax and work

easily on the placement device given. This technique can help reduce the instructor's correction load.

The following pages will give some examples of possible placement tools and some suggestions for further references.

A. Examples and suggestions.

1. Reading.

a. Quick Oral Reading Placement Guide.

b. Informal Reading Inventory.

c. Suggested Standardized Tests.

d. Bibliography of Reading Inventory.

2. Math.

a. Diagnostic Math Test.

3. Information Sheet.

a. Introduction and Directions.

b. Information Sheet.

Locator Tools: Reading

On the basis of information gathered from the adult basic education applicant-teacher interview, the student will be presented with a reading selection and will be asked to read orally. The teacher will then determine whether or not the student is competent on that particular level.

Evaluation

Provided the student shows ability with the selected reading, other progressively more difficult reading matter will be given until a reading level competency has been determined.

Once the reading level has been diagnosed, the student will be given the appropriate materials. If class sections are divided by achievement levels, assignments to sections corresponding with apparent abilities are made:

1. Ability to read selection A would indicate first grade ability.

2. Ability to read selection B would indicate second grade ability.

3. Ability to read selection C would indicate third grade ability.

4. Ability to read selection D would indicate fourth grade ability.

5. Ability to read selection E would indicate fifth grade ability.

If the applicant displays proficiency at the highest reading selection in this inventory battery, assignment to the corresponding class section is appropriate and the student will receive the reading placement test to be placed in an SRA Reading Lab and determine reading grade level upon entrance.

A.

"BOB," SAID TOM,
"THAT MAN TOOK THE CAR!
HE LIVES IN A BIG HOUSE.
HIS NAME IS JOHN BROWN.
LET US STOP HIM."

B.

BOB WANTED TO GO FISHING. HE WENT TO THE LAKE. HE SAW A MAN THERE.

"ARE THERE MANY FISH IN THIS LAKE?" ASKED BOB.

"YES SIR!" SAID THE MAN.

"WHAT KIND OF FISH ARE THEY?" ASKED BOB.

"WE CATCH MANY BASS AND CATFISH IN THIS LAKE," SAID THE MAN.

C.

John likes to keep his home looking beautiful. To do this, he has found he must paint every three or four years.

As soon as spring arrives, he will get out his tools. He needs a ladder, putty knife, scraper, wire brush, paint, and paint brushes.

John likes to scrape and brush the surface to remove dust and old paint that is scaled. He also fills in loose putty around the windows.

D.

Harry stood in line at the employment office. He was big and strong and a good worker, but he hadn't worked for a year and a half. He wanted a job very much.

Finally his turn came. The man at the desk asked if Harry could do cement work. Harry was happy. He knew he was one of the best cement workers around. "Yes, I can do cement work," said Harry. "Where do I go and when do I start?"

"Here is the address, and you start today," said the man at the desk.

E.

The men usually worked by two's standing with their feet in the icy river water. With big hats to keep off the sun, they shoveled great mounds of dirt from the spot where

they believed gold to be buried. Then one man held a sieve made of loosely bound willow branches over a common cooking pan. The other man shoveled earth into the sieve. When the pan was full, the men carried it to the river and lowered it into the water.

Then with sticks they stirred the earth until most of it flowed over the top of the pan and was carried away. The pan was turned and sifted until the sand had washed away and the gold lay shining in the bottom. Sometimes the gold was found in pieces the size of a nut but more often in the form of dust or sand.

Some Standardized Reading Tests for Use in Adult Basic Education

1. Gates—Primary, Forms 1, 2, 3 Type PWR, Type PSR, and Type PPR—Psychological Corporation.
2. Gilmore Oral Reading Tests, Forms A, B—Psychological Corporation.
3. Adult Basic Education Student Survey, Parts 1 & 2—Follet Publishing Company.
4. Adult Basic Learning Examination (ABLE)—Harcourt, Brace, Inc.
5. California Reading Test, Elementary Forms, W, M, Y, Z—California Test Bureau.
6. Gates Reading Survey, Forms 1, 2, 3—Psychological Corporation.
7. Iowa Silent Reading Test, Elementary Forms Am, Bm, Cm, Dm—Psychological Corporation.
8. Iowa Test of Basic Skills, Forms 6, 7, 8 Grades.

9. Botel Reading Inventory, Pennsylvania Valley Publishers, Inc., State College, Pennsylvania.

10. Gilmore Oral Reading Test, New York, Harcourt.

11. Gray Oral Reading Test, New York, Bobbs-Merrill.

12. Wide Range Achievement Test.

Informal Reading Inventory

Here is a sample check sheet that might be helpful in making a reading inventory for each adult in your group. You may find many ways to change it to make it more useful to you.

Name_____ Date_____

Education_____ Institution_____

Vocabulary Difficulties

Letters transposed	_____	Context clue	_____
Pronunciation	_____	Picture clue	_____
Beginnings omitted	_____	Phonic difficulties	_____
Endings omitted	_____	_____	
Reversals	_____	_____	
Words confused	_____	_____	
Sounds added	_____	_____	
Sounds omitted	_____	_____	

Comprehension Difficulties

Poor memory	_____	Word reader	_____
Directions	_____	Punctuation	_____
Detail reading	_____	Directional skills	_____
Summarization	_____	Repetitions	_____

Special Difficulties

_____

_____

_____

(Continued)

Reading Levels

Independent___ Instructional___ Frustration___ Capacity___

Series used_____

Materials recommended_____

_____

Bibliography of Reading Inventories

Austin, Mary C., Clifford L. Bush, and Mildred H. Huebner, *Reading Evaluation: Appraisal Techniques for School and Classroom* (Sample informal inventories).

Buros, Oscar K., Ed., *Reading Tests and Reviews* (Highland Park, N.J.: The Gryphon Press, 1968). (Descriptions of standardized reading tests and critical evaluations.)

Johnson, Marjorie S., and Roy A. Kress, *Informal Reading Inventories*, Reading Aids Series (Newark, Del.: International Reading Association, 1965).

Smith, Nila B., *Graded Selections for Informal Reading Diagnosis* (New York: New York University Press, 1959, 1963).

Vics, Ruth G., *Evaluating Reading and Study Skills in the Secondary Classroom*, Reading Aids Series (Newark, Del.: International Reading Association, 1968). (Detailed instructions on preparation, administration, and scoring of informal tests.)

Locator Tools: Mathematics

A mathematics diagnostic test may be used in order to ascertain the level of skills of the student. Is the student proficient at whole numbers? Fractions? Decimals and percentages? All too often, standardized mathematics tests utilize almost exclusively "story problems." These problems test not only math level but also reading level. Frequently ABE students have reading and math skills that are not at all congruent. Therefore, a diagnostic math test should be largely computative with, perhaps, some story problems in addition to the computative problems. The student should be encouraged to work as far as possible, with the explanation that math instruction will begin on the areas in which most help is needed. The instructor can quickly determine needs when looking at a well-laid-out math test.

1. ADD

$$\begin{array}{r} 863 \\ +\ 749 \\ \hline \end{array}$$

2. ADD

$$\begin{array}{r} 9987 \\ 8769 \\ +\ 5867 \\ \hline \end{array}$$

3. ADD

45 + 8 + 687 =

4. SUBTRACT

$$\begin{array}{r} 503 \\ -\ 217 \\ \hline \end{array}$$

5. SUBTRACT

$$\begin{array}{r} 11111 \\ -\ 8695 \\ \hline \end{array}$$

6. SUBTRACT

243 - 136 =

7. MULTIPLY

$$\begin{array}{r} 42 \\ \times\ 3 \\ \hline \end{array}$$

8. MULTIPLY

$$\begin{array}{r} 83 \\ \times\ 29 \\ \hline \end{array}$$

9. MULTIPLY

$$\begin{array}{r} 512 \\ \times\ 405 \\ \hline \end{array}$$

10. DIVIDE

$8\overline{)520}$

11. DIVIDE

$60\overline{)4920}$

12. DIVIDE

6960 ÷ 12 =

13. Compare each pair of numbers. Mark an x in the third column if the two differ.

2242	2224	_____	2500	25000	_____
3428	3248	_____	98	89	_____
912.9	91.29	_____	62429	62429	_____
7058	750.8	_____	62409	62409	_____
6397	6379	_____	62924	62294	_____

14. ADD

$$\begin{array}{r} \frac{3}{8} \\ +\ \frac{2}{8} \\ \hline \end{array}$$

15. ADD

$$\begin{array}{r} 6\ \frac{5}{8} \\ 11\ \frac{1}{2} \\ +\ 3\ \frac{5}{6} \\ \hline \end{array}$$

16. SUBTRACT

$$\begin{array}{r} \frac{13}{15} \\ -\ \frac{2}{3} \\ \hline \end{array}$$

17. SUBTRACT

$$\begin{array}{r} 7\ \frac{3}{8} \\ -\ \frac{7}{12} \\ \hline \end{array}$$

18. MULTIPLY

$\frac{5}{8} \times \frac{3}{4} =$

19. MULTIPLY

$1\ \frac{7}{8} \times \frac{2}{3} \times \frac{3}{4} =$

20. DIVIDE

$\frac{7}{8} \div \frac{2}{3} =$

21. DIVIDE

$4\ \frac{2}{3} \div \frac{3}{5} =$

22. ADD

12.967 + 67.5798 + 345.01 =

23. MULTIPLY

.0023 x .785 =

24. DIVIDE

$4.5\overline{)1\ 1\ 7}$

25. DIVIDE

$.008\overline{)2.4}$

26. COMPLETE

75% of 32 =

27. COMPLETE

5.5% of 435 =

28. SOLVE

n + 2n - 8 = 67

n = _____

29. SOLVE

$\frac{15}{n} = \frac{12}{16}$ n = _____

Complete the following. Express each fraction in simplest form.

	Fraction	Decimal	Percent
1.	$\frac{1}{2}$	_____	_____
2.	$\frac{1}{4}$	_____	_____
3.	$\frac{3}{5}$	_____	_____
4.	_____	.4	_____
5.	_____	.03	_____
6.	_____	.625	_____
7.	_____	_____	7%
8.	_____	_____	37.5%
9.	_____	_____	95%

Use the triangle below to help you complete the following:

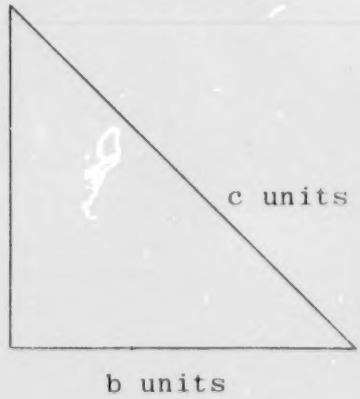
$$c^2 = a^2 + b^2$$

1. If a = 6 and b = 8

   then c =

2. If c = 29 and b = 21

   then a =



_____ 1. Mrs. Green gave a ten dollar bill in payment for a purchase amounting to $3.98. How much change should she have received?

_____ 2. If a box contains 40 envelopes, how many envelopes will there be in a case of 24 boxes?

_____ 3. Arthur McDuffer shot these golf scores: 96, 106, 98, 101, 97, 105, and 94. Find his average score.

_____ 4. The price of a share of Silver Mine stock went from 53 3/8 down to 46 3/8. How many points did it drop?

_____ 5. A board 1 3/4 ft long was sawed off a 6 1/2 ft board. How large was the piece of board left?

_____ 6. Multiply 4.2 by 1.8 and divide the product by .018.

_____ 7. X decreased by 15 equals 37.

X =

_____ 8. Mr. Smith placed $1,000 in a bank and left it there for two years. If the interest were compounded annually at a rate of 5%, how much would Mr. Smith have at the end of 2 years?

_____ 9. 15 is 30% of what number?

The Information Sheet

A considerable amount of information is necessary in order to complete each student's file folder, and it is felt that several things might as well be accomplished at once, so questions relating to the file folder information are used as the basis for a placement instrument. This test is devised in such a manner that the student has the feeling of filling out an application questionnaire rather than taking an examination.

Later, the student's instructor or the teacher-aide can transfer the information from the placement instrument to the file. The placement instrument accomplishes at least three purposes simultaneously. One, it offers a gross placement for the incoming student. Two, it accumulates necessary information for the student's information file. Three, it puts the student "at ease" in the sense that the student has a feeling of being in the preliminary stages of enrollment and is not yet under stress. Also, the instrument gives the instructor a good beginning for judging the student's usable vocabulary, grammar, punctuation, spelling, and reading ability, all of which is invaluable information in setting up a program of individualized instruction for the student.

Briefly, the rationale for the placement instrument is as follows: If the student can read at all, and can write

at all, then the questions coming under the "A" section can most likely be answered. If the student goes no farther than the "A" section, Level I is indicated and the student should be placed in the appropriate worktexts. If a student continues into the "B" section but fades before finishing, placement in the terminal Level I group or into the low Level II group is indicated. If the student goes straight through the "B" section, answering the questions as they stand, with accurate and clear answers, then placement into the top end of the Level II group is desirable, with Level III material ready and waiting. If the student sweeps right on into the "C" level questions and answers them correctly, which means *without* misspellings or bad punctuation or grammar and *with* understandable responses which are pertinent to the questions, then the student should be placed in GED preparatory material and readied for the GED tests. Of course, if the student has some degree of capability in understanding the wording of the questions in section "C," but falters in answering, the student should be placed in Level III and psychologically, as well as academically, readied for entry into the GED preparatory level.

Adapted from: Extension Teaching & Field Service Bureau, Division of Extension, The University of Texas at Austin. Permission to reproduce granted to Adult Education Programs.

Information Sheet

A. 1. Write or print your name: _____

2. What is your address? _____

3. What is the date today? _____

4. Do you have a telephone? ____ What is the number? _____

5. Are you married? ____ What is your husband's name (or wife's name)? _____

6. When is your birthday? _____

7. When were you born? _____

B. 1. Are you a citizen of the United States? _____

2. Are you a citizen by birth or by naturalization? _____

3. Do you maintain private transportation? _____

4. If so, what type? _____

5. Do you possess a valid driver's license? _____

6. What is your ethnic origin? _____

7. Are you a registered voter in the State of Arizona? _____

8. If you are presently employed, please indicate whether you are employed on a full-time or a part-time basis. _____

9. How long have you worked for your present employer on the job which you now hold? _____

10. Do you subscribe to a newspaper? _____

11. Do you subscribe to any magazines? _____

12. If so, please list them. _____

13. Do you own (or have ready access to) a T.V. set? _____

Information Sheet, continued

14. Do you own a radio or is one available to you?_____

15. Please answer with either fine, good, fair, poor, or bad the following questions:

    a. How is your vision?_____

    b. How is your hearing?_____

    c. How is your general health?_____

16. Please write in words the number of times you estimate that you visit the doctor each year._____

17. How did you learn about this program?_____

C. 1. Please write a brief and pertinent paragraph explaining how you were made aware of this program.

_____

_____

_____

2. Please write a paragraph telling the aspirations which you have that you feel can be enhanced or furthered by the program which you are now beginning.

_____

_____

_____

_____

3. Please write a paragraph about yourself, as you see yourself. You may reiterate the information which you have already given in the above paragraph.

_____

_____

_____

4. Give me that information which you feel will be most helpful in aiding an instructor who is trying to prepare a program of instruction suited to your particular needs.

_____

_____

_____

_____

_____

EVALUATION

Evaluation is necessary but it cannot be a burdensome task. A teacher needs to maintain only the following amount of paperwork for effective evaluation:

1. The card of basic skills checklist and the Ladder of Personal Goals.
2. Enrollment and attendance forms.
3. A student cumulative folder which includes placement and inventory materials.
4. Required administration reports from local programs.

The following information should be read to help the administrator and teacher to establish goals and then evaluate the program, student, and teacher by using the four simple records kept by the teacher.

A. General information.

B. Goals.

   1. Program.
   2. Student.
   3. Teacher.

C. Means of evaluation and follow-up.

D. Possible records and reports.

E. Skills checklist and student goals card.

General Information:

Evaluation is a many-faceted thing. It should measure many aspects of the program and should answer the questions of a variety of people.

1. Evaluation is worthwhile only if it answers valid questions. It must lead to enlightened decisions and action and it should be the result of putting together many clues.

2. People apparently cannot refrain from evaluating, judging, or appraising. This is usually egocentric. The criteria for evaluating may be determined by the student or by others.

3. The general purpose of evaluation is to improve the educational program, but some specifics are: (a) to collect evidence and data; (b) to analyze the data and draw conclusions; (c) to make judgments or decisions; and (d) to implement the decisions.

4. Evaluation is a necessity for the student, the teacher, the administrator, and government (local, state, and federal). The student by far is the most important reason, but without the logistical support of the other three categories there would be no program.

5. Evaluation must be simple, concise, and current. The student is not always consistent in his attendance and often will leave a program for an extended time without informing program personnel. If possible some form of

evaluation should be used at each meeting with that student. Checklists included in this chapter may be helpful. Evaluation should be educational in nature because so little time is spent with the student. A routine for evaluation should be established because the teacher (usually part-time) does not have time to fill out and administer long reports or tests. The teacher cannot recall important criteria for evaluation if they are not recorded immediately.

Goals:

The overall goal is to build programs which provide useful educational experiences for a continuation onward from whatever level the adult discontinued formal schooling. It is generally understood within the educational profession and among many members of the general public that modern literacy is the capability of an individual to become a responsible member of the community, a productive worker, and a successful participant in family life experiences. In most cases this modern literacy level is understood to be a high school education or its equivalent. The programs, however, should be designed so that the student may be guided or taken from "where he is" to "where he wants to be."

There are incidental goals which every teacher consciously or unconsciously sets. These include the change in attitude toward learning and living, a better self-image, a happier person, etc.

Knowledge is involved in all goals, and its nature forces us to ask the following questions:

1. How much knowledge should be required?
    a. For immediate use?
    b. For future use?
    c. For finding recorded and cataloged knowledge?
2. How is knowledge best learned?
    a. Organized?
    b. Related?
    c. Drilled, repeated, memorized?
3. Is the student able to apply the knowledge learned (solve problems)?

Goals fall into three groupings: program, student, and teacher goals. The teacher is so involved in the other two goals that listing may seem a complete duplication, but as a teacher there are unique requirements. Teacher goals will undoubtedly also be program goals. These goals are not necessarily those you may establish and should be only a guide to be adapted to your situation.

Program Goals:

1. Identify community education needs.
    a. School dropout records.
    b. Advertise possible classes for those interested.
    c. Welfare and employment requests.
    d. Local newsletter (churches, employers, PTA, etc.).
2. Involve community agencies.
    a. Senior citizens.
    b. Local bureau of immigration.

c. Welfare and employment.

d. Churches.

e. Establish advisory committee.

f. Other educational programs.

3. Fulfill administrative requirements.

a. Provide physical facilities, materials, and personnel.

b. Work within budget limitations and justify expenditure.

c. Maintain reports.

4. Recruit students, teachers, aides, etc.

5. Schedule instruction for needs of students.

a. Classes, drop-in, individual, etc.

b. Home, day, night, library, etc.

6. Determine curriculum.

a. Living or functional education (consumer, child care, legal, basic, etc.).

b. High school completion or equivalent.

c. Job-related.

d. Student special-goal-related (driver's exam, citizenship, etc.).

7. Provide in-service training.

8. Evaluate, improve, expand, or delete portions of programs.

9. Provide for follow-up and reduce dropout.

10. Provide informal screening for medical, financial, job, or community aid help.

Student Goals:

A. (Go from where "I am" to where "I want to be.")

1. Immediate or external goal.

a. GED.

b. Pass a job application test.

c. Citizenship.

d. Ability to do a specific job.

2. Learn a basic skill.

a. Reading.

b. Math.

c. Language arts.

3. Gain knowledge.

a. Safety and first aid.

b. Consumer functions.

c. Homemaking and parent functions.

d. Citizenship.

e. Legal protection.

4. Supplementary or internal goal.

a. Build self-esteem.

b. Prestige or position.

c. Communicate with others.

d. "Get away" from home or children.

e. Personality improvement.

5. Follow "my" progress and realize success.

Teacher Goals:

1. Encourage the student to set realistic objectives and teach him the skills necessary to reach those goals.
2. Determine skills to be incorporated into program.
3. Organize teaching program (class, individual, etc.).
4. Establish atmosphere for student learning (coffee, informal seating, freedom of movement).
5. Develop rapport.
6. Provide varied and complete materials for learning.
7. Bring student to highest possible skill level for that individual.
   a. Basic skills of reading, math, language arts.
   b. Living skills of consumer, legal, first-aid, health, child care. etc.
8. Encourage idea of life-long learning.
9. Encourage communication and elevation of self-esteem.
10. Provide individual help for each student several times during a session.
11. If aides are used, train them to your standards and techniques.
12. Maintain records of progress and attendance and required forms.
13. Evaluate student, self, and program.
    a. Tests.
    b. Informal questions and observations.
    c. Subjective.
14. Encourage student evaluation of self, teacher, and program.
15. Make changes to improve program and techniques.

16. Watch for clues which indicate student difficulties and inform them where help is available including "crisis help."

    a. Health (glasses, hearing, etc.).

    b. Home conditions.

    c. Mental ability.

    d. Friend's comments.

17. Inform students of community programs for enjoyment or aid (federal programs, employment, recreation).

Means of Evaluation and Follow-Up:

Evaluation is merely determining if you have or are meeting the goals. The function of systematic and continuous program evaluation procedures should be to provide more adequate information and evidence and to improve the soundness of judgments.

The student may become discouraged if original motivations for attending class are not given attention and reinforced.

In the approach to an evaluation plan the teacher and administrator must consider many things.

1. A minimum amount of paper work to accomplish the task.

2. Frequency will be determined by necessary reports, type of evaluation, teacher's purpose, and student's requirements.

3. Plan should provide for feedback.

4. Results should be used to make decisions and judgments. It must be relevant.

5. Standards can be established by comparisons with other programs.

6. Value judgments may be good but must be identified as value judgments (changes in attitudes, personalities, etc.).

7. Types of evaluation procedures to use:

   a. Program.

      (1) Involve other agencies (welfare, employment, labor unions, colleges, churches, etc.).

      (2) Teacher attitudes and techniques by observation and informal discussions.

      (3) Materials effectiveness by student use, teacher opinion, cost, and procurement.

      (4) Administrative practices determined by proper use of personnel (assistants, aides); by enrollment and attendance figures; age group enrollment; budget.

      (5) Orientation and follow-up by a social aide (a student), newsletter, informal questionnaire.

   b. Student.

      (1) Checklist of basic skills.

      (2) Ladder of personal goals.

      (3) Use of tests that insure some success; the purpose should be understood by student; make it a learning experience; keep mechanics of taking tests simple; give an unhurried attitude about tests; show "test taking" hints; review results carefully; use the placement inventory.

      (4) Informal evaluations with student.

      (5) Observations.

      (6) Cumulative folders.

      (7) Student evaluation of self (oral and/or written).

c. Teacher.

(1) Refer to goals and use as checklist.

(2) Check list of student skills.

(3) Ladder of student goals.

(4) Series of progressively more difficult tests using cautions identified under student evaluation.

(5) Informal student evaluation of teaching process and program.

(6) Student questionnaire.

(7) Follow-up procedure—phone contact, social aide, mailing short questionnaire.

(8) Enrollment forms.

(9) Attendance forms.

(10) Observations (label as subjective evaluation, personality, attitudes, etc.).

(11) Periodic review of materials, facilities, personnel, and needs.

(12) Cumulative student folders.

A teacher must realize that evaluation must have a purposeful meaning. It should include formal and informal, standardized and individual, and require a minimum amount of administration. A teacher must be sensitive to the attitudes toward evaluation from the standpoint of the student and also the administrator. The teacher must be able to take evaluation, even criticism, and change the program or techniques to meet the student's needs. A teacher must be selective in types of evaluation and keep it as simple as possible.

Student Records
and Reports:

1. Student's checklist of ladder of goals.
2. Attendance cards (varies with institutions).
3. Enrollment card (different for states).
4. Registration sheet (different for states).
5. Monthly report to school administration.
    a. Number enrolled.
    b. Percent attendance.
    c. Number completing GED.
    d. Change in personnel.
    e. Possible achievement of goals (program, student, and teacher).
6. Student accumulative folder.

These must be kept to a minimum and have a purpose. Forms should be simple and be completed by an aide or by the teacher and student in a learning situation.

BASIC SKILLS CHECKLIST NAME _____

SKILL		COMPLETE		REVIEWED		TEST	TEST	COMMENT
		Date	Int	Date	Int			
MATH								
Whole number	ADD							
	SUBT							
	MULT							
	DIV							
Fraction	ADD							
	SUBT							
	MULT							
	DIV							
Decimal	ADD							
	SUBT							
	MULT							
	DIV							
Negative Numbers								
Find Unknown								
Percentage								
Geometry								
Measurements								
Graphs								
LANGUAGE								
READING								
LITERATURE								
SCIENCE								
SOCIAL STUDIES								

LADDER OF STUDENT GOALS Date Started _____

Date Stopped

	Date Achieved	Int Stud	Int Teach
Major Goal _____			
Intermediate Goals _____			
Major Goal _____			
Intermediate _____			
Major Goal _____			
Intermediate _____			

	Completed Date	Completed Int		Completed Date	Completed Int
Consumer			Family & Child Care		
Legal			Job Getting		
First Aid & Health			Citizenship		

Remarks and Follow-Up

GUIDANCE AND COUNSELING

The Teacher's Role in the Guidance Process

Yes! The teacher does have a role in the counseling process. The teacher is *not* trained as a counselor. How do we resolve this dilemma? It is hoped that the information in this section will assist the teacher to become more comfortable when placed in situations that are not strictly subject-centered.

The teacher's role in the counseling process is quite varied. The teacher should exhibit characteristics such as genuine warmth toward and concern for other human beings, the ability to recognize the right of individuals to make decisions for themselves, and an overwhelming willingness to listen to others. What is important is not necessarily the advice giving but rather the furnishing of relevant information and observations used to help the student discover what is best.

In the counseling context, the teacher's job often includes some necessary administrative tasks such as keeping records, placing students, organizing and administering tests, and orienting students. These functions can be performed in a manner that will enable them to enhance and broaden the teacher's impact on the students in the school. All these bureaucratic functions, if conducted with an

appropriate attitude, can indicate the teacher's willingness to be of assistance and that can only make things easier for the students.

More often than not, although the student has come with a specific problem, what is really needed is an empathic and concerned listener. A concerned listener will:

1. Accept the student's feelings without being judgmental.
2. Help the student to clarify a self-perception and to understand how the perceived self relates to environment.
3. By doing numbers 1 and 2 the listener will help the student to look at personal problems more objectively and as a result be able to make more useful decisions.

In the capacity of listener and advisor, the teacher must be aware of appropriate referral agencies and various social services and public organizations which can be of assistance to the student. In line with referring students, it should be kept in mind that other teachers as well as counselors and administrators may be suitable for referrals, depending on the student's particular problem.

It certainly can be difficult to counsel ABE students. They are almost necessarily defensive because of their previous experiences; they are often shy and reserved; they all too often are fearful of authority figures; and they may cloak all these things with hostility. However, the genuinely concerned teacher can communicate caring

and respect for the individual and be of real assistance in helping the student to cope with life situations.

Optimum Attitudes for the Teacher in the Counseling Process

Counseling is not so much an activity or a process but a point of view. It involves a set of attitudes. Some of the following principles are basic to counseling.

1. Respect for the individual and for individual differences. Each individual must be made to feel as an independent person, worthy of respect, able to attain needed strengths and self-reliance.

2. Acceptance of the individual as a personality. Accepting on a nonjudging basis and helping the student to maintain a right to make choices.

3. Understanding. Each person must feel confident of being understood.

4. Permitting others to be what they are. This concept is related to empathy and involves the ability to listen to another person. In counseling situations, the permissive nature of the relationship provides a satisfactory psychological atmosphere. The individual is allowed self-expression. You only ask questions and restate words that help in evaluating the statements. The individual is free to make choices. You help the student to arrive at a decision and to evaluate that decision.

Interviews. Interviews with students include pre-registration orientation, registration-time talks, long-term educational planning, credit evaluation for graduation requirements, educational requirements to meet vocational plans, curriculum adjustments, interpretation of test results, and talks with those students seeking aid themselves or referred by other faculty members.

Cooperation: teacher, student, school. Adult counseling in schools is designed to help individuals recognize how some form of education can help them with their problems. With time and conditions propitious, the teacher helps the adult student bring together all available ingredients needed in order to make good decisions. Educational counseling assists the individual to view the self as it is, as well as the way the student would like to be. It requests a comparative consideration of various approaches and goals, to avert a one-sided decision.

To serve the adult student fully, the teacher also needs to have made available the guidance resources of the secondary school, community college, and the school library, with respect to information on occupations and other educational opportunities in the community.

Wherever possible, this information should be related to a job placement service operated by the school, whereby both the student and the community can be served.

If the effectiveness of the total guidance program is to be fully evaluated, a follow-up program is required. Some adult schools have provided for a follow-up study of the out-of-school experiences of individual students. Such a study is a measure of the effectiveness of a total guidance program. Each school would do well to devise a rating card on its activities and effectiveness, to be sent by and returned to the teacher-counselor by recent graduates. The results of this follow-up can be used to guide the school's future program and keep the teacher in touch with individuals who may still be in position that requires service.

Counseling: a helping relationship. What technique is best suited to counseling of adults? Recent studies into counseling practices are increasingly bringing to light that no one technique is better than another. However, what is being found emphasizes the importance of the attitudes of the teacher as related to the client. The primary basis for developing a helping relationship is that the teacher show a genuine concern for the student. The teacher, in order to create a helping relationship, needs to maintain an empathic responsive relationship as opposed to a sympathetic entanglement.

The adult's problems are his personal property; the processes whereby the student solves these problems are also personal; the opportunity to solve the problems is

shared by the adult and the teacher; the skills which can help guide the adult's processes and the concern needed to assure the adult that there is a solution belong to the teacher.

Every author who writes a textbook on guidance seems to redefine counseling in a new and somewhat unusual way. However, it is generally agreed that counseling is the heart of the guidance program, and it is usually thought of as the person-to-person process in which the teacher assists the student in understanding personal abilities and provides assistance to solve these problems adequately. Many writers in the field of guidance have stressed the therapeutic and the diagnostic elements of the counseling process. It is the opinion of current guidance authors that too much emphasis has been placed on the so-called clinical aspects of the counseling process.

For many adult basic education students, the educational process is a new and unique experience. Relationships with ABE students should be established in the initial interview as being warm, friendly, and helpful. The relationship should not be condescending. Each teacher will need to discuss individual techniques that have been used to make the learning experience one of an equal exchange of ideas and mutual respect by both participants.

The ABE teacher will sometimes find that taking the initiative in helping the student to assess strengths

and weaknesses and to face realistically personally individual problems is necessary. Because of cultural poverty and deprivation, the typical ABE student is often hesitant to or incapable of adequately assessing strengths. Some teachers feel the dress of the teacher is important and it is advised in some ABE programs that the teacher refrain from wearing suits and ties.

The counseling process should focus on the strength of the student. The adult brings a certain strength in past experience and in many instances is much more knowledgeable in everyday living than the adult education teacher. It should be pointed out that the teacher when dealing with an adult should never be hesitant about admitting ignorance about a particular social situation or problem. The basic values of the typical ABE student may be quite different from those of the teacher and if these values are not understood by the teacher there should be no hesitancy in admitting this lack of understanding.

It is well known that many adult education students give an "accepted" answer for enrolling in a course when in reality their reason for being enrolled in the program is quite different from those expressed to authority figures. Many adult students feel the education process will solve all of their worldly problems. The teacher has the responsibility of accurately analyzing the educational dreams and hopes of the student and interpreting these in realistic terms.

In many teacher training programs the counseling process is merely one of information giving. Certainly, this is an important function and well worth the counseling process. However, the adult education teacher may be called upon to go beyond this role. In educational and vocational counseling, the adult student, in most instances, is looking for information. In these situations, the teacher has to provide this information and to provide an accurate account of the student's possibility in realizing educational or vocational goals.

Some teacher training programs and much of the literature which appeared during the fifties and early sixties on guidance indicated the teacher should be hesitant to encourage or discourage a student. In the adult basic program encouragement should be the key word.

Referral Sources

While most problems of an educational nature can be handled by all staff members, problems beyond the area of education usually require the assistance of outside persons or agencies through referral. Such situations make it necessary that adult educators be familiar with the resource agencies in the community. In the case of rural communities the survey of service agencies may have to be extended to the nearest metropolitan area where offices connected with state and federal government are located. Regional resources should not be overlooked.

The services that should be included in a community survey for purposes of referral information may vary somewhat from community to community; however, there are five basic areas of such universal concern that they should be included in any survey for purposes of referral. These areas are health services, social services, legal services, employment services, and educational programs.

The following list is not meant to be all-inclusive, but can be used as a guide for a community referral source.

Health services:

- Medical and dental personnel.
- Hospitals and clinics.
- Public health services.
- Voluntary health organizations.
- Mental health facilities.

Social services:

- Public assistance.
- Children's services.
- Handicapped.
- Senior citizens.
- Voluntary organizations.
- Church-sponsored programs.

Legal services:

- Consumer protection groups.
- Legal aid societies.
- Public defender offices.
- Juvenile court.
- Law enforcement agencies.

Employment services:

- Employment agencies (public and private).
- Job training programs.
- Institutional placement offices.

Educational programs.

Adult education programs.
Higher education—junior colleges, colleges, and universities.
Trade and technical schools.
Business schools.
Local schools—special programs.

The first consideration in the referral process for the adult educator is the determination that a student needs help beyond that which can be provided by the staff. The next step is the determination as to what type of additional services are needed and if they are available in an accessible location at a cost the student can afford. The proposed action must be discussed with the student, for without his consent the whole process ends. The student may be apprehensive, anxious, defensive, or fearful, and therefore must be approached with an attitude of understanding and reassurance. Adult educators should be able to answer questions about the services of the referral agency.

Sometimes it may be necessary to provide more direct assistance by means of a telephone call or by accompanying the student to the agency.

Responsibility for referral does not end once initial contact has been established between agency and student. The staff member responsible for the referral should periodically follow up through the agency, the student, or both.

The forms that follow may be helpful in completing a listing of the community agencies available in your community.

Social Services

City Department of Social Services

Name_____ Telephone_____

Address_____

County Department of Social Services

Name_____ Telephone_____

Address_____

Aid to Families with Dependent Children (ADC)

Name_____ Telephone_____

Address_____

Social Security

Name_____ Telephone_____

Address_____

Mental Health Clinic

Name_____ Telephone_____

Address_____

Alcoholics Anonymous

Name_____ Telephone_____

Address_____

Other Social Service Agencies

Name_____ Telephone_____

Address_____

Name_____ Telephone_____

Address_____

Health and Medical Services

Veterans Administration (VA)

Name_____ Telephone_____

Address_____

Health Department

Name_____ Telephone_____

Address_____

City or County Immunization Clinic

Name_____ Telephone_____

Address_____

American National Red Cross

Name_____ Telephone_____

Address_____

Mental Health Clinic

Name_____ Telephone_____

Address_____

Suicide Prevention Center

Name_____ Telephone_____

Address_____

Alcoholic Emergency Service

Name_____ Telephone_____

Address_____

Drug Rescue

Name_____ Telephone_____

Address_____

Employment Services

Employment Service—Local Office

Name_____ Telephone_____

Address_____

Youth Opportunity Center

Name_____ Telephone_____

Address_____

Comprehensive Employment Training Act Administrator (CETA)

Name_____ Telephone_____

Address_____

Unemployment Office

Name_____ Telephone_____

Address_____

Vocational Rehabilitation (DVR)

Name_____ Telephone_____

Address_____

Equal Opportunities Commission

Name_____ Telephone_____

Address_____

Other Employment Services

Name_____ Telephone_____

Address_____

Legal Services

Legal Aid Society

Name _____ Telephone _____

Address _____

Lawyer's Referral Service

Name _____ Telephone _____

Address _____

Judicare

Name _____ Telephone _____

Address _____

Divorce Court

Name _____ Telephone _____

Address _____

Family Counseling

Name _____ Telephone _____

Address _____

Other Legal Services

Name _____ Telephone _____

Address _____

Name _____ Telephone _____

Address _____

Child Care

Community Action Commission

Name_____ Telephone_____

Address_____

Child Development Center

Name_____ Telephone_____

Address_____

Headstart

Name_____ Telephone_____

Address_____

Other Child Care Agencies

Name_____ Telephone_____

Address_____

Name_____ Telephone_____

Address_____

HOW TO OBTAIN MATERIALS LISTS

Listed below, in alphabetical order, are publishers offering materials for adult education programming. Publishers will send catalogues upon request.

ABT ASSOCIATES, INC.
55 Wheeler Street
Cambridge, MA 02138

ABINGDON PRESS
201 Eighth Avenue, South
Nashville, TN 37202

ADULT LITERACY PROGRAM
294 Cedar Street
New Haven, CT 06519

ALLIED EDUCATION COUNCIL
P.O. Box 78
Galien, MI 49113

AMERICAN EDUCATION PUBLICATIONS
Education Center
Columbus, OH 43216

AMERICAN INSTITUTES FOR RESEARCH LIBRARY
710 Chatham Center
Pittsburgh, PA 15219

AMSCO SCHOOL PUBLICATIONS, INC.
Box 315, Canal Street Station
New York, NY 10013

APPLETON-CENTURY CROFTS
Division of Meredith Corp.
440 Park Avenue, South
New York, NY 10016

ARCO PUBLISHING COMPANY, INC.
219 Park Avenue, South
New York, NY 10003

ARIZONA STATE UNIVERSITY
School of Education
Tempe, AZ 85281

BARNELL LOFT, LTD.
111 South Centre Avenue
Rockville Centre, NY 11570

BARRON'S EDUCATIONAL SERIES, INC.
113 Crossways Park Drive
Woodbury, NY 11797

BEHAVIORAL RESEARCH LABORATORIES
Ladera Professional Center
Box 557
Palo Alto, CA 94300

CHANNING L. BETE COMPANY, INC.
45 Federal Street
Greenfield, MA 01301

BOARD OF EDUCATION—CITY OF NEW YORK
110 Livingston Street
Brooklyn, NY 11200

BOBBS-MERRILL COMPANY
4300 West 62nd Street
Indianapolis, IN 46200

BRONX COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
120 East 184th Street
Bronx, NY 10468

CALIFORNIA TEST BUREAU
A Division of McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

CAMBRIDGE AND SOMERVILLE
LEGAL SERVICES, INC.
235 Broadway at Windsor
Cambridge, MA 02139

CAMBRIDGE BOOK COMPANY
488 Madison Avenue
New York, NY 10022

CASCADE PACIFIC BOOKS
5448 47th Street, S.W.
Seattle, WA 98100

CENTER FOR INFORMATION ON
AMERICA
Washington, CT 06793

CENTRE EDUCATIF ET
CULTUREL, INC.
8101 Boul
Metropolitain, Anjou
Montreal 5, Quebec

COWLES REGENCY
114 W. Illinois Street
Chicago, IL 60610

ARTHUR C. CROFT PUBLICATIONS
New London, CT 06320

THOMAS Y. CROWELL COMPANY
(The Institute of Modern
Languages, Inc.)
201 Park Avenue South
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